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ABSTRACT

This guide was developed for use in implementing a secondary or postsecondary program to prepare workers in the field of child care services in Virginia. The program uses the career ladder concept and meets the criteria for tech prep programs in the state. The guide is organized in eight sections. Section 1 contains a career ladder chart, program information and descriptions, and sample student schedules. Section 2 provides the master task list and the task analyses for implementing the secondary and postsecondary programs. Section 3 contains sample teaching sequences to assist the classroom instructor in exploring possibilities for ordering the tasks into teaching units. Section 4 offers matrixes of integrated academic skills for mathematics, science, language arts, and health and wellness. Sections 5 and 6 are composed of sample handbooks for operating preschools and coordinating practical work experiences for child care students. Sections 7 and 8 contain lists of committee members who aided in implementing the child care services program and a bibliography listing the 66 instructional resources referenced throughout the framework pages. (KC)

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TASK ANALYSES
for

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CHILD CARE SERVICES

A Competency-Based Education Curriculum
developed in cooperation with
J. Sargeant Reynolds Community College
and the public school systems of
Hanover County, Henrico County and Richmond City

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TASK ANALYSES
for
CHILD CARE SERVICES

A Competency-Based Education Curriculum
developed in cooperation with J. Sargeant Reynolds Community College and the
public school systems of Hanover County, Henrico County, and Richmond City

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CONTENTS

INTRODUCTION 1

SECTION I. CAREER AND PROGRAM INFORMATION 3

The Four-Year Curriculum 5

Careers in Child Care Services 7

Program Descriptions: Secondary Level 11

Sample Student Schedules: Secondary Level 15

Program Descriptions: Postsecondary Level 23

Sample Student Schedules: Postsecondary Level 25

SECTION II. TASK ANALYSES 31

Validation and Design 33

Master Task List 37

Duty Areas

1. Introducing the Child Care Services Course 51
2. Understanding Growth and Development Characteristics of Infants 75
3. Understanding Growth and Development Characteristics of Toddlers 119
4. Understanding Growth and Development Characteristics of Preschool-Age Children 153
5. Understanding Growth and Development Characteristics of School-Age Children 183
6. Caring for Exceptional Children 213
7. Promoting Practices that Develop and Maintain the Child's Health 229
8. Demonstrating Daily Safety Habits 263
9. Implementing Developmentally Appropriate Programs for Infants, Toddlers, Preschoolers, and School-Age Children 291
10. Designing Developmentally Appropriate Programs for Infants, Toddlers, Preschoolers, and School-Age Children 319
11. Developing Infection Control Procedures 345
12. Handling Food 361
13. Working with Parents, Guardians, and Guests 383
14. Developing Employment Skills 403
15. Administering Child Care Programs 451

SECTION III. SAMPLE TEACHING SEQUENCES 477

Classroom Applications 479

Child Care Services I 481

Child Care Services II 483

SECTION IV. MATRICES OF INTEGRATED ACADEMIC SKILLS . 485

Related Academic Competencies 487

Math Competencies/Standards 489

Science Competencies/Standards 509

Language Arts Competencies/Standards 529

Health and Wellness Competencies/Standards 547

SECTION V. HANDBOOKS FOR CHILD CARE CENTERS 567

Operating an In-House Nursery School/Day Care Center .. 569

George Wythe High School: Parent Handbook 571

Patrick Henry High School: Parent Handbook 587

Patrick Henry High School: Student Handbook 597

Highland Springs Technical Center: Student Handbook ... 609

J. Sargeant Reynolds Community College: Parent Handbook ... 623

SECTION VI. HANDBOOKS FOR COOPERATIVE EDUCATION PROGRAMS AND INTERNSHIPS ... 639

Operating a Cooperative Education/Student Internship Program ... 641

Handbook for Work and Family Studies Cooperative Education, Henrico County ... 643

Handbook for J. Sargeant Reynolds Community College Child Care Internship Program ... 673

SECTION VII. COMMITTEES 695

A Joint Effort 697

Steering Committee 699

Public Relations Committee 699
Advisory Committee 700

SECTION VIII. RESOURCES 701
Teaching Aids 703
Audiovisuals 705
References 707

INTRODUCTION

Purpose of the Task Analyses

Task Analyses for Child Care Services has been developed for use in implementing a secondary and postsecondary program designed to prepare workers in the field of child care services. The program uses the career ladder concept and allows for flexibility in training and education. Through articulation and coordination, the project participants have modified and combined individual program materials to develop a guide that is academically and technically comprehensive. This guide was composed to meet the criteria for Tech Prep Education, which focuses on the changing nature of job skill requirements, the impact of technology, the integration of academic and vocational competencies, international competition, and lifelong learning requirements.

The members of the Capital Area Partners for Education Reform (CAPER), which includes J. Sargeant Reynolds Community College and the public school systems of Goochland County, Hanover County, Henrico County, Louisa County, Powhatan County, and Richmond City, have designed the guide as a resource to be used in implementing the Child Care Services Program. The potential exists for other school divisions to adapt and individualize the materials to meet their specific needs.

Components of the Task Analyses

Section I of this publication contains a career ladder chart, program information and descriptions, and sample student schedules.

Section II provides the master task list and the task analyses for implementing the secondary and postsecondary programs.

Sections III-VIII include a variety of materials to assist the user in implementing the task analyses. Section III contains sample teaching sequences to assist the classroom instructor in exploring possibilities for ordering the tasks into teaching units. Section IV offers matrices of integrated academic skills for math, science, language arts, and health and wellness. Sections V and VI are composed of sample handbooks for operating preschools and coordinating practical work experiences for child care students. Sections VII and VIII provide lists of committees aiding in implementation of the Child Care Services program and a complete bibliography of the instructional resources referenced throughout the framework pages.

SECTION I

Career and Program Information

THE FOUR-YEAR CURRICULUM

Section I addresses career opportunities in child care and describes existing Child Care Services programs offered in central Virginia. The career ladder depicted on page 9 (Fig. 1) shows the students' potential career choices in the field of child care as they progress through the various stages of education. Descriptions of the three secondary programs used to develop the task analyses are then presented, followed by a discussion of the goals common to these programs. Next, to illustrate possible ways to incorporate the child care sequence into a high school student's individual program, participating schools have contributed samples of student schedules leading to the secondary school diploma. The examples of 21-credit, 23-credit, and 24-credit secondary diplomas reinforce the fact that students can be a part of the Child Care Services program whether they are preparing to enter the work force or college immediately upon high school graduation.

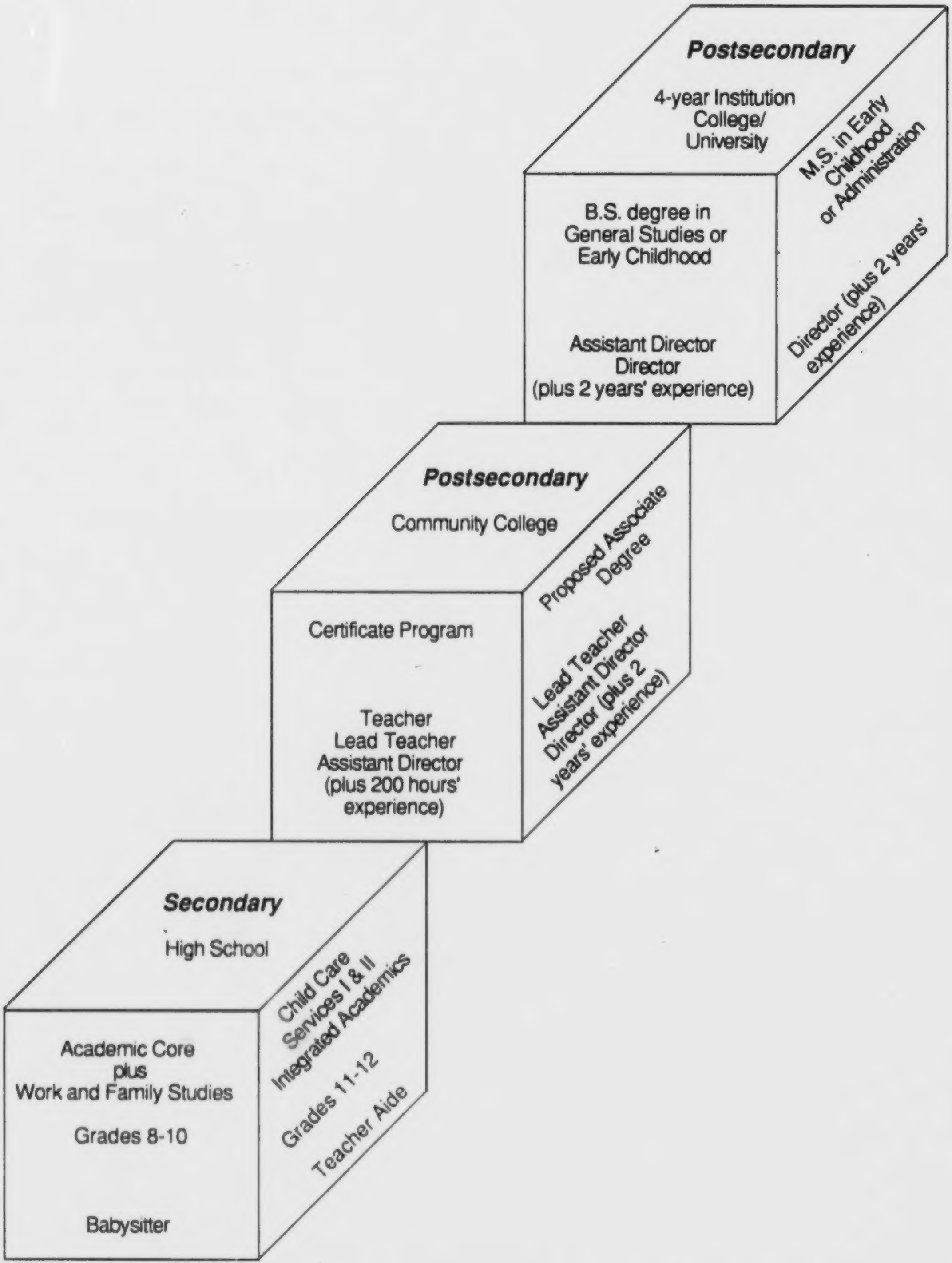
The program at J. Sargeant Reynolds Community College is then detailed according to philosophy and goals, the general plan, and the student internship. Following this description is a sample schedule for course work at J. Sargeant Reynolds. For those students entering J. Sargeant Reynolds having completed Child Care Services I and II in high school, this college program is designed to complement and advance the student's education in the field, not simply to repeat concepts and experiences from the secondary courses.

CAREERS IN CHILD CARE SERVICES

The Child Care Services program has been designed so that each time a student completes a stage of child care studies, he or she will be prepared for a new step on the career ladder. Evident in the visual representation on page 9 (Fig. 1) is the seamless union of secondary, one- and two-year postsecondary, and four-year postsecondary levels of education in child care studies. On the diagram, job choices for each level of eduation are indicated. Depending on a student's desired job choice, the option for an open-entry and open-exit program is available. Occupational choices are shown to increase as a student furthers his or her education in child care.

Fig. 1

CAREER LADDER FOR CHILD CARE SERVICES


Postsecondary
4-year Institution
College/
University
B.S. degree in
General Studies or
Early Childhood
Assistant Director
Director
(plus 2 years' experience)
M.S. in Early
Childhood
or Administration
Director (plus 2 years'
experience)
Postsecondary
Community College
Certificate Program
Teacher
Lead Teacher
Assistant Director
(plus 200 hours'
experience)
Proposed Associate
Degree
Lead Teacher
Assistant Director
Director (plus 2
years' experience)
Secondary
High School
Academic Core
plus
Work and Family Studies
Grades 8-10
Babysitter
Child Care
Services I & II
Integrated Academics
Grades 11-12
Teacher Aide

PROGRAM DESCRIPTIONS: SECONDARY LEVEL

Child Care Services is taught in the public school systems of Hanover County, Henrico County, and Richmond City. Representatives from all these secondary programs contributed to the development of the task analyses. While the three programs have much in common, each has certain features of its own, generally arising because of local circumstances.

Hanover County

In Hanover County, the Child Care Services program operates as a training center for students interested in future employment involving children. Because of the size of the county, Child Care Services is taught at each of the three high schools. In-house nursery schools for four-year-olds operate Monday through Thursday for two and a half to three hours each day. First-year and second-year students work with the four-year-olds. Second-year students are encouraged to gain additional experience by working in a day care setting. The program emphasizes the students' skills in working with children, providing age-appropriate experiences, and becoming nurturing, competent care givers.

Henrico County

Henrico County offers Child Care Services in a technical center to which students travel daily from their home schools throughout the county. The program operates an in-house nursery school for four-year-olds three mornings per week. Classroom lessons and student planning reinforce the students' abilities for working with children, ranging from infancy to school age. First-year students remain in the classroom two hours daily. Second-year students remain in the classroom for only one hour, gaining their extra hour's worth of education on the job at a child care facility.

Richmond City

Richmond City offers Child Care Services at their School for the Arts. Students throughout the city may select this school in order to take the Child Care Services program. A nursery school for four-year-olds operates Monday through Thursday from 8:00 a.m. until 1:30 p.m. in the child care classroom. First- and second-year students assist in the operation of the nursery school by remaining in the classroom two hours daily. Because of the longer time schedule, students gain additional experiences in preparing lunches, preparing children for rest time, and preparing activities that require more time to accomplish.

Common Goals

Even though the three participating school systems vary in the particulars of their programs, their overall program structures and philosophies are very similar. Each school system offers two levels of Child Care Services: year one and year two. The primary goal of all three systems is to coordinate their programs with the Child Care Services program at J. Sargeant Reynolds Community College.

Child Care Services I is the first course in a program designed to prepare students for entry-level jobs in the child care profession. Included is a study of the developmental stages of the child from birth to five years. Opportunities for work with young children are provided through observations and experiences in local child care centers and in a preschool conducted for three- to five-year-olds in class. Students learn about basic job application skills in the field of child care. There are opportunities for personal growth through participation in FHA/HERO activities and professional organizations.

Child Care Services II is an extension of Child Care Services I. This course further emphasizes occupational skills for workers in the child care profession and includes study of the developmental changes of school-age and special needs children.

It is a two-credit course offering the student classroom skills as well as work experiences in an appropriate child-care setting. Personal growth and skill development opportunities are provided through FHA/HERO and professional organizations. An optional cooperative work experience is available for students. Students who complete the secondary Child Care Services program are encouraged to continue their education at the community college level.

SAMPLE STUDENT SCHEDULES: SECONDARY LEVEL

Participating secondary schools contributed numerous samples of student schedules for inclusion in this volume. These schedules demonstate various workable options for including a child care services component in a student's high school program, whether or not the student plans to attend a college or university. The samples on pages 17-21 include schedules for 21-credit, 23-credit, and 24-credit secondary diplomas.

Sample 1 - Secondary 21-Credit Diploma

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English	*English*	*English*	*English*
Algebra I	*Geometry*	*Algebra II*	*Trigonometry*
Social Studies	*Computer Concepts; Keyboarding*	*Virginia and U. S. History*	*Virginia and U. S. Government*
Foreign Language	*Foreign Language*	*Foreign Language*	
Science	*Biology*	*Chemistry*	
Health/PE	*Health/PE*	*Child Care Services I*	*Child Care Services II*
Art	*Child Development and Parenting; Nutrition and Food Science*	*Child Care Services I*	*Child Care Services II*

Sample 2 - Secondary 21-Credit Diploma

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English	*English*	*English*	*English*
Math	*Basic Algebra*	*Algebra Geometry*	
Science	*Biology*	*Typing; Keyboard App.*	
World Studies	*Computer Concepts; Keyboarding*	*Virginia and U. S. History*	*Virginia and U. S. Government*
Health/PE	*Health/PE*		
Art	*Business Introduction*	*Child Care Services I*	*Child Care Services II*
Life Management Skills I	*Child Development and Parenting; Nutrition and Food Science*	*Child Care Services I*	*Child Care Services II*

Sample 3 - Secondary
21-Credit Diploma

GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
English	*English*	*English*	*English*	*English*
	World Studies I	*World Studies II*	*Virginia and U. S. History*	*Virginia and U. S. Government*
	Earth Science	*Biology*	*Biology II*	
	Algebra I or General Math	*Geometry or Applied Math*	*Algebra II or Consumer Math*	
	Health/PE	*Health/PE*	*Child Care Services I*	*Child Care Services II*
Life Management Skills I	*Life Management Skills II*	*Child Dev. and Parenting; Mar. & Fam.*	*Child Care Services I*	*Child Care Services II*
Art I	*Keyboarding; Personal Typ.*	*Foreign Language*	*Child Care Services I*	

Sample 4 - Secondary
21-Credit Diploma

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English	*English*	*English*	*English*
World History or World Geography (9th or 10th grade)		*Virginia and U. S. History*	*Virginia and U. S. Government*
Earth Science	*Biology*	*Chemistry or Anatomy or Ecology*	
Health/PE	*Health/PE*		
Math or Algebra I	*Algebraic Concepts or Geometry*	*Consumer Math or Algebra II*	*Accounting*
*Art of Computer Literacy *or Keyboarding*	*Introduction to Child Care Services*	*Child Care Services I*	*Child Care Services II*
Family Mgmt. Skills	*Introduction to Business*	*Child Care Services I*	*Child Care Services Co-op*

* *Student must pass a course in computer literacy, programming, or data processing or pass a standardized computer literacy test.*

Sample 5 - Secondary
23-Credit Diploma

GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
English	*English*	*English*	*English*	*English*
	World Studies I	*World Studies II*	*Virginia and U. S. History*	*Virginia and U. S. Government*
Art I	*Keyboarding; Personal Typ.*	*Foreign Language*	*Foreign Language*	*Foreign Language*
	Earth Science	*Biology I*	*Chemistry*	
Algebra I	*Geometry*	*Algebra II*	*Child Care Services I*	*Child Care Services II*
Life Management Skills I	*Life Management Skills II*	*Child Dev. and Parenting; Mar. & Fam.*	*Child Care Services I*	*Child Care Services II*
	Health/PE	*Health/PE*	*Child Care Services I*	

Sample 6 - Secondary
23-Credit Diploma

GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
English	*English*	*English*	*English*	*English*
Algebra I	*Geometry*	*Algebra II*	*Trigonometry*	*Calculus*
	Social Studies	*Computer Concepts; Keyboarding*	*Virginia and U. S. History*	*Virginia and U. S. Government*
Foreign Language	*Foreign Language*	*Foreign Language*		
	Science	*Biology*	*Chemistry*	
	Health/PE	*Health/PE*	*Child Care Services I*	*Child Care Services II*
Life Management Skills I	*Art Foundations*	*Child Develop. and Parenting; Nutrition and Food Science*	*Child Care Services I*	*Child Care Services II*

Sample 7 - Secondary
23-Credit Diploma

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English	*English*	*English*	*English*
Math or Algebra I	*Algebra I or Geometry*	*Geometry or Algebra II*	
Earth Science	*Biology*	*Chemistry or Anatomy or Ecology or Physics*	
World History or World Geography (9th or 10th grade)	*Art of Computer Literacy**	*Virginia and U. S. History*	*Virginia and U. S. Government*
Foreign Language	*Foreign Language*	*Foreign Language*	*Intro. to Business or Accounting or Keyboarding*
Health/PE	*Health/PE*	*Child Care Services I*	*Child Care Services II*
Family Mgmt. Skills	*Introduction to Child Care Services*	*Child Care Services I*	*Child Care Services Co-op*

* *Student must pass a course in computer literacy, programming, or data processing or pass a standardized computer literacy test.*

Sample 8 - Secondary
24-Credit Diploma Academic Preparation

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English	*English*	*English*	*English*
Math or Algebra I	*Algebra I or Geometry*	*Geometry or Algebra II*	*Algebra II or Trig/Algebra III or Statistics*
Earth Science	*Biology*	*Chemistry or Anatomy or Ecology or Physics*	
World History or World Geography (9th or 10th grade)	*Art of Computer Literacy**	*Virginia and U. S. History*	*Virginia and U. S. Government*
Foreign Language	*Foreign Language*	*Foreign Language*	
Health/PE	*Health/PE*	*Child Care Services I*	*Child Care Services II*
Family Management Skills	*Introduction to Child Care Services*	*Child Care Services I*	*Child Care Services Co-op*

Sample 9 - Secondary
24-Credit Diploma Vocational Preparation

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English	*English*	*English*	*English*
Math or Algebra I	*Algebra I or Geometry*	*Geometry or Algebra II*	*Algebra II or Trig/Algebra III or Statistics*
Earth Science	*Biology*	*Chemistry or Anatomy or Ecology or Physics*	
World Geography or World History (9th or 10th grade)		*Virginia and U. S. History*	*Virginia and U. S. Government*
Health/PE	*Health/PE*	*Accounting or Keyboarding*	
*Art of Computer Literacy**	*Introduction to Business*	*Child Care Services I*	*Child Care Services II*
Family Mgmt. Skills	*Introduction to Child Care Services*	*Child Care Services I*	*Child Care Services Co-op*

* *Student must pass a course in computer literacy, programming, or data processing or pass a standardized computer literacy test.*

PROGRAM DESCRIPTIONS: POSTSECONDARY LEVEL

Once students have graduated from one of the Richmond area secondary school systems with the child care services specialization, they are encouraged to enroll in J. Sargeant Reynolds Community College to further their education and expand their job opportunities in the field. J. Sargeant Reynolds currently offers a one-year certificate program for the student interested in child care studies, and the college has plans for adding an associate degree program as well.

J. Sargeant Reynolds Certificate Program

The primary objective and purpose of the J. Sargeant Reynolds Community College Child Care Certificate Program is to provide entry-level training as well as upgrading of skills for those already employed or those seeking employment in positions as directors, teachers or aides in facilities such as child care centers, nursery schools, family day care homes, Headstart child care centers, and residential facilities.

In keeping with the college's mission to provide quality educational programs designed to enhance individual self-worth and responsibility to the community, the one-year certificate program provides students with updated skills related to the care and development of young children. Through a program design of general education and specialized courses related to the field of Early Childhood Education, students receive instruction which helps them to make appropriate occupational and vocational decisions, applying basic principles and theories learned in the classroom and internship practice.

The one-year Child Care Certificate Program consists of a minimum of 32 credits in both general education courses, and specialized courses related to child care. General education courses include student leadership development, English, health, and computer concepts. Specialized courses in the field of Early Childhood

Education (Childhood Development) include Foundations of Early Childhood Education; Methods in Art, Music, Movement, Math, Science, and Social Studies; Guiding Behavior of Children; and Child Psychology. A supervised field placement in the J. Sargeant Reynolds Community College Demonstration Child Care Center is designed to allow the Child Care Program students to get practical on-site experience for a total of 60 work hours. It provides on-the-job experiences for the purpose of application and formulation of principles and theories learned in the classroom.

The Child Care Program provides entry-level training as well as skills upgrading for those already employed in the field. The program has also included 200-level courses outside of the curriculum certificate plan for persons needing administrative course work or management training within the child care industry.

J. Sargeant Reynolds Associate Degree Program

In the plan for the future is an additional program that would include an Associate Degree in Childhood Development (AAS). This program would be designed to offer graduates training and classroom instruction to enter directly into a specific occupational title or to prepare them for continued training to transfer into a four-year program.

SAMPLE STUDENT SCHEDULES: POSTSECONDARY LEVEL

J. Sargeant Reynolds Community College has submitted sample schedules of student work for those pursuing further education in child care studies. Following are sample schedules for the one-year certificate in child care and for the proposed two-year associate degree in child care.

Sample 1 - Postsecondary
One-year Certificate

FIRST SEMESTER

COURSE	TITLE	HOURS
ENG 111	College Composition I	3 credits
CHD 120	Introduction to Early Childhood Education	3 credits
CHD 145	Methods and Materials for Teaching Art, Music, and Movement to Children	3 credits
CHD 205	Guiding the Behavior of Children	3 credits
PSY 235	Child Psychology	3 credits
STD 100	Orientation	1 credit

SECOND SEMESTER

COURSE	TITLE	HOURS
CHD 216	Early Childhood Programs, Schools, and Social Change	3 credits
CHD 146	Methods and Materials for Teaching Math, Science, and Social Studies to Children	3 credits
HLT 105	Cardiopulmonary Resuscitation	1 credit
HLT 106	First Aid and Safety	2 credits
HLT 135	Child Health and Nutrition	3 credits
CIS 146	Computer Concepts with Application	2 credits
CHD 190	Coordinated Internship in Child Care	2 credits

Sample 2 - Postsecondary
Two-year Associate Degree

FIRST SEMESTER

COURSE	TITLE	HOURS
STD 100	Orientation	1 credit
ENG 111	College Composition I	3 credits
SPD 100	Introduction to Public Speaking	3 credits
CHD 120	Introduction to Early Childhood Education	3 credits
CHD 145	Methods and Materials for Teaching Art, Music, and Movement	3 credits
HLT 135	Child Health and Nutrition	3 credits

SECOND SEMESTER

COURSE	TITLE	HOURS
HLT 106	First Aid & Safety	2 credits
HLT 105	Cardiopulmonary Resuscitation	1 credit
ENG 112	College Composition II	3 credits
CHD 146	Methods and Materials for Teaching Math, Science, and Social Studies	3 credits
CHD 205	Guiding the Behavior of Children	3 credits
	Elective	3 credits
CHD 109	Coordinated Internship I	3 credits

THIRD SEMESTER

COURSE	TITLE	HOURS
CIS 110	Computer Application	3 credits
MTH 120	Introduction to Mathematics	3 credits
CHD 118	Methods and Materials in Language Arts for Children	3 credits

Sample 2 - Postsecondary (continued)

THIRD SEMESTER (cont.)

COURSE	TITLE	HOURS
CHD 165	Observation and Participation in Early Childhood Primary Settings	3 credits
	Elective	3 credits
EDU 224	Audiovisual Materials and Equipment	3 credits

FOURTH SEMESTER

COURSE	TITLE	HOURS
CHD 166	Infant and Toddler Programs	3 credits
CHD 210	Introduction to Exceptional Children	3 credits
CHD 216	Early Childhood Programs, Schools, and Social Change	3 credits
PSY 235	Child Psychology	3 credits
	Elective	3 credits
CHD 190	Coordinated Internship II	3 credits

Electives

Student may complete 9 credit hours from any area below:

- Art and Speech
- Literature
- History and Foreign Language
- Science (Biology, Chemistry)
- Human Behavior (Sociology, Psychology, Social Science, Political Science, Government, Social Work)

SECTION II

Task Analyses

VALIDATION AND DESIGN

Section II contains tasks structured to form a four-year curriculum in Child Care Services. The curriculum spans the junior and senior years of secondary school and two years of postsecondary education at a community college. The task analyses are organized in a competency-based framework in which worker tasks have been identified and incorporated into a teaching curriculum.

Validation Process

One of the major characteristics of competency-based education (CBE) is that the course content is based upon actual jobs or tasks performed by the worker. In Virginia, the Department of Education has established standards for competency-based education. According to these standards, competencies must be role-relevant and based upon appropriate research. This standard states:

> Role-relevant competencies that include standards are identified and stated.
>
> The competencies with standards will be identified through V-TECS, IDECC, and other appropriate research. Advisory committees should be used to review competencies and standards. Competencies in the affective domain will be included. Role-relevant competencies for occupational preparation programs are those that specifically relate to the occupation for which the student is being prepared, as well as to the personal needs of the student. Role-relevant competencies are related also to orientation, exploration, and/or industrial arts experiences that have been identified for students.

Therefore, role-relevant jobs or tasks, called competencies in CBE, must be identified and validated before instructional materials are developed and subsequent instruction takes place. For purposes of locally developed curriculum, the "other appropriate research" referred to in the standard stated above may include a panel of workers and supervisors from local business and industry and replaces the broader survey research method normally used in the development of statewide curriculum. The task list in this document is based on the following:

1. an occupational analysis developed by a local panel of workers and supervisors in the child care field

2. the review and selection of validated competency-based materials to provide the background for accomplishment of the worker tasks
3. interviews with former students and incumbent aides, teachers, and directors in the child care field
4. input from teachers and curriculum specialists.

Since the task list included in this guide is based on currently available resoures and was validated by teachers, by a business, industry, and government resource group, and by incumbent workers, it is necessary that instruction in the program identified by cooperating school divisions include all of the essential tasks for the appropriate grade level as contained in this publication. Because the essential tasks reflect the requirements of employers in the Richmond metropolitan area and the surrounding counties, no endorsement of the curriculum for statewide implementation should be inferred.

Teachability

To make this task list teachable, a writing team with representatives from each of the involved school divisions and the community college completed competency-based framework pages for each task. The writers, along with additional child care instructors, then used the task analyses to pilot test the material in their classrooms. Following the pilot testing and revisions, the task analyses were presented to three groups of core academic instructors for an academic skills review. These instructors, working with the child care instructors, identified math, science, and language arts competencies contained throughout the curriculum. Their results were compiled in a matrix format included in Section IV of this guide.

To provide an overview for counselors, students, parents, and child care practitioners, and to aid the classroom instructor in planning and implementing this program, a master task list immediately precedes the actual task analyses.

After the master task list, a sample framework page is provided with definitions to explain each component of the page:

- Duty area
- Course
- Task/competency
- Performance objective
- Criterion-referenced measure
- Enabling objectives/learning activities
- Resources

Please note that the information contained in the task analyses is a *recommended* method of presenting the subject matter to students. A teacher who adds his or her own teaching style will enhance the information presented in the task analyses. While there are several enabling objectives/learning activities currently listed, these are merely suggested; a teacher can add to the list and select only the ones that best fit his or her class and classroom setting.

Please note as well that the task analyses sheets have not been arranged in order of difficulty of tasks or instructional sequence. Sequencing has been shown in the sample teaching sequences for Child Care Services I and Child Care Services II contained in Section III of this guide.

To assist the classroom teacher in locating appropriate materials in this section, all pages devoted to secondary tasks are printed on white paper and all pages devoted to postsecondary tasks are printed on green paper.

MASTER TASK LIST

Duty Area One

INTRODUCING THE CHILD CARE SERVICES COURSE

Secondary School Tasks/Competencies

1.1 Identify classroom regulations and procedures.

1.2 Research job opportunities in the child care field.

1.3 Describe the types of child care settings.

1.4 Participate in HERO activities.

1.5 Examine entrepreneurship opportunities.

Duty Area Two

UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF INFANTS (0-15 months)

Secondary School Tasks/Competencies

2.1 Describe physical development of the infant.

2.2 Describe emotional development of the infant.

2.3 Describe social development of the infant.

2.4 Describe cognitive development of the infant.

2.5 Identify factors that influence an infant's behavior.

2.6 List ways of communicating with an infant.

2.7 Lift, hold, and carry an infant.

2.8 Bathe and dress an infant.

Postsecondary School Tasks/Competencies

2.9 Evaluate the chronological stages and characteristics of physical development of an infant.

2.10 Evaluate the chronological stages and characteristics of emotional development of an infant.

2.11 Evaluate the chronological stages and characteristics of social development of an infant.

2.12 Evaluate the chronological stages and characteristics of cognitive development of an infant.

2.13 Differentiate between hereditary and environmental factors that influence the development of infants.

2.14 Identify ways of communicating with an infant.

2.15 Identify ways to support the infant's relationship within the family structure.

2.16 Identify methods that facilitate good sleep habits for infants.

2.17 Identify infant teething patterns and needs.

2.18 Lift, hold, and carry an infant.

2.19 Bathe and dress an infant.

2.20 Analyze factors that influence an infant's behavior.

2.21 Identify methods for child caregivers to record an infant's daily needs.

Duty Area Three

UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF TODDLERS (16-24 months)

Secondary School Tasks/Competencies

3.1 Describe physical development of the toddler.

3.2 Describe emotional development of the toddler.

3.3 Describe social development of the toddler.

3.4 Describe cognitive development of the toddler.

3.5 Identify procedures for bathing and dressing a toddler.

3.6 Identify factors that influence a toddler's behavior.

Postsecondary School Tasks/Competencies

3.7 Evaluate the chronological stages and characteristics of physical development of a toddler.

3.8 Evaluate the chronological stages and characteristics of emotional development of a toddler.

3.9 Evaluate the chronological stages and characteristics of social development of a toddler.

3.10 Evaluate the chronological stages and characteristics of cognitive development of a toddler.

3.11 Differentiate between hereditary and environmental factors that influence toddler development.

3.12 Explain ways the toddler's relationship within his or her family structure can be supported.

3.13 Identify methods for child caregivers to record ways a toddler's needs are met.

3.14 Analyze factors that influence a toddler's behavior.

3.15 Determine methods of developing the toddler's independence through self-discipline techniques.

3.16 Develop a plan to help the toddler maintain a sense of self-worth.

Duty Area Four

UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF PRESCHOOL-AGE CHILDREN (2-5 years)

Secondary School Tasks/Competencies

4.1 Describe physical development of the preschooler.

4.2 Describe emotional development of the preschooler.

4.3 Describe social development of the preschooler.

4.4 Describe cognitive development of the preschooler.

4.5 Identify factors that influence a preschool-age child's behavior.

Postsecondary School Tasks/Competencies

4.6 Evaluate the chronological stages and characteristics of physical development of the preschooler.

4.7 Evaluate the chronological stages and characteristics of emotional development of the preschooler.

4.8 Evaluate the chronological stages and characteristics of social development of the preschooler.

4.9 Evaluate the chronological stages and characteristics of cognitive development of the preschooler.

4.10 Determine methods of developing the preschooler's independence through self-discipline techniques.

4.11 Differentiate between hereditary and environmental factors that influence a preschooler's development.

4.12 Explain ways the preschooler's relationship within his or her family structure can be supported.

4.13 Analyze factors that influence a preschool-age child's behavior.

4.14 Identify methods for a child caregiver to record ways a preschooler's needs are met.

Duty Area Five

UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF SCHOOL-AGE CHILDREN (5-12 years)

Secondary School Tasks/Competencies

5.1 Describe physical development of the school-age child.

5.2 Describe emotional development of the school-age child.

5.3 Describe social development of the school-age child.

5.4 Describe cognitive development of the school-age child.

5.5 Identify factors that influence a school-age child's behavior.

Postsecondary School Tasks/Competencies

5.6 Evaluate the chronological stages and characteristics of physical development of the school-age child.

5.7 Evaluate the chronological stages and characteristics of emotional development of the school-age child.

5.8 Evaluate the chronological stages and characteristics of social development of the school-age child.

5.9 Evaluate the chronological stages and characteristics of cognitive development of the school-age child.

5.10 Differentiate between hereditary and environmental factors that influence the development of school-age children.

5.11 Identify ways to assist school-age children with crisis situations.

5.12 Explain ways the school-age child's relationship within his or her family structure can be supported.

5.13 Describe caregiver's role in giving assistance to school-age children in daily routines and activities.

5.14 Analyze factors that influence a school-age child's behavior.

Duty Area Six

CARING FOR EXCEPTIONAL CHILDREN

Secondary School Tasks/Competencies

6.1 Describe children that may be categorized as special needs or exceptional.

6.2 Identify skills and attitudes that can benefit a child care worker while working with special needs children.

6.3 Identify community agencies that support special needs children, their parents, and the schools.

6.4 Differentiate between the roles that hereditary and environmental factors play in a special needs child's development.

Postsecondary School Tasks/Competencies

6.5 Demonstrate attitudes and skills a child care worker should have while working with special needs children and their families.

6.6 Describe indicators of learning problems in infants, toddlers, preschool-age, and school-age children.

6.7 Develop a plan to involve families of special needs children with supportive community agencies.

Duty Area Seven

PROMOTING PRACTICES THAT DEVELOP AND MAINTAIN THE CHILD'S HEALTH

Secondary School Tasks/Competencies

7.1 Perform a health check to identify and promote health care habits of young children.

7.2 Identify symptoms of child abuse/neglect and procedures for reporting suspected cases of child abuse/neglect.

7.3 Identify dental care procedures.

7.4 Identify techniques used for independent dressing skills.

7.5 Describe bathroom monitoring procedures.

7.6 Prepare area for rest/nap time.

7.7 Take body temperature.

7.8 Describe childhood allergies.

7.9 Describe diseases common to infants, toddlers, preschoolers, and school-age children.

Postsecondary School Tasks/Competencies

7.10 Develop a plan for promoting health care habits for young children.

7.11 Prepare child abuse/neglect report.

7.12 Develop a toilet training plan.

7.13 Identify methods for promoting a positive environment for rest time.

7.14 Develop a plan to be used in caring for an ill child.

7.15 Develop procedures for administering prescribed medication.

Duty Area Eight

DEMONSTRATING DAILY SAFETY HABITS

Secondary School Tasks/Competencies

8.1 Identify safety procedures for facility, equipment, and supplies.

8.2 Identify staff-to-children ratio requirements for the position of aide or assistant.

8.3 Demonstrate methods for teaching safety habits to young children.

8.4 Supervise students in a practice disaster drill.

8.5 Identify procedures to follow in case of a major accident.

8.6 Complete incident/accident report.

Postsecondary School Tasks/Competencies

8.7 Identify state regulations for the position of child care supervisor (teacher).

8.8 Develop implementation plans for fire and other emergency evacuation procedures.

8.9 Prepare a plan of procedures to follow in case of a major accident.

8.10 Evaluate safety procedures for facility, equipment, and supplies.

8.11 Plan methods for teaching safety habits to young children.

Duty Area Nine

IMPLEMENTING DEVELOPMENTALLY APPROPRIATE PROGRAMS FOR INFANTS, TODDLERS, PRESCHOOLERS, AND SCHOOL-AGE CHILDREN

Secondary School Tasks/Competencies

9.1 Implement music activities.

9.2 Implement art activities.

9.3 Implement dramatic play activities.

9.4 Implement activities that employ math skills.

9.5 Implement activities that stimulate and enhance gross motor development.

9.6 Implement activities that stimulate and enhance fine motor development.

9.7 Implement language arts activities.

9.8 Implement science activities.

9.9 Implement social studies activities.

9.10 Implement activities involving food and cooking.

9.11 Prepare bulletin board display.

9.12 Operate audiovisual equipment.

9.13 Develop a plan for field trips.

Duty Area Ten

DESIGNING DEVELOPMENTALLY APPROPRIATE PROGRAMS FOR INFANTS, TODDLERS, PRESCHOOLERS, AND SCHOOL-AGE CHILDREN

Postsecondary School Tasks/Competencies

10.1 Plan daily, weekly, and monthly activities.

10.2 Plan art activities.

10.3 Plan music activities.

10.4 Plan dramatic play activities.

10.5 Plan math activities.

10.6 Plan activities for stimulating and enhancing gross motor development.

10.7 Plan activities for stimulating and enhancing fine motor development.

10.8 Plan language arts activities.

10.9 Plan science activities.

10.10 Plan social studies activities.

10.11 Plan activities involving food.

10.12 Plan field trips.

Duty Area Eleven

DEVELOPING INFECTION CONTROL PROCEDURES

Secondary School Tasks/Competencies

11.1 Describe sources of infection and methods for controlling the spread of infection.

11.2 Change diapers.

11.3 Sanitize changing area, crib, potty, bathroom, and toys.

Postsecondary School Tasks/Competencies

11.4 Devise a schedule for washing laundry.

11.5 Devise a schedule for the sanitation of toys and play equipment.

11.6 Develop a plan for cleaning food preparation area and appliances.

11.7 Develop a plan for cleaning the center and grounds.

Duty Area Twelve

HANDLING FOOD

Secondary School Tasks/Competencies

12.1 Serve meals and snacks.

12.2 Set and clear tables for children's meals and snacks.

12.3 Supervise meal or snack.

12.4 Wash and store dishes, glassware, silverware, and utensils.

Postsecondary School Tasks/Competencies

12.5 Develop a plan for preparing, serving, and storing food.

12.6 Plan age-appropriate nutritional menus.

12.7 Develop a plan for preparing meals and snacks.

12.8 Determine techniques for teaching nutritionally sound food habits to children.

12.9 Develop a plan for the purchase of food.

Duty Area Thirteen

WORKING WITH PARENTS, GUARDIANS, AND GUESTS

Secondary School Tasks/Competencies

13.1 Disseminate information about a child to parents according to center policy.

13.2 Perform receptionist duties.

13.3 Comply with regulations regarding the identification of parents, relatives, and guests, and the release of children.

Postsecondary School Tasks/Competencies

13.4 Orient a parent or guardian.

13.5 Conduct parent or guardian conference.

13.6 Develop a handbook for parents.

13.7 Resolve conflicts.

Duty Area Fourteen

DEVELOPING EMPLOYMENT SKILLS

Secondary School Tasks/Competencies

14.1 Develop a resume.

14.2 Complete an employment application form.

14.3 Demonstrate job interview skills.

14.4 Describe ways of accepting and rejecting offers of employment.

14.5 Demonstrate positive attitudes toward on-the-job activities.

14.6 Demonstrate personal money management skills.

14.7 Explain techniques to ease the impact of job dismissal.

14.8 Identify job promotion skills.

14.9 State career goals and objectives in terms of personal philosophy of child care.

14.10 Identify laws related to the caregiver's role in the care of children.

Postsecondary School Tasks/Competencies

14.11 Model professional ethics.

14.12 Analyze personal philosophy of career goals and objectives in child care occupations.

14.13 Develop a booklet of community agenices and resources that support child care service occupations.

14.14 Identify laws related to the care of children.

Duty Area Fifteen

OPTIONAL

ADMINISTERING CHILD CARE PROGRAMS

Postsecondary School Tasks/Competencies

15.1 Develop a daily, weekly, and monthly schedule for children and staff.

15.2 Develop a plan to promote a child care program.

15.3 Devise a plan for interviewing children and families.

15.4 Develop a plan for implementing and evaluating parent education/involvement in child care programs.

15.5 Plan physical layout of facility.

15.6 Develop a policy handbook incorporating state licensure regulations.

15.7 Develop a plan for supervising maintenance of the physical plant.

15.8 Develop a plan for purchasing equipment and supplies.

15.9 Develop a plan to conduct a developmentally appropriate program evaluation.

15.10 Develop a recordkeeping plan.

15.11 Develop a plan for conducting a home visit.

15.12 Describe procedures for hiring and dismissing employees.

SAMPLE FRAMEWORK PAGE

DUTY AREA COURSE

1. PRESENTS A GROUPING OF SIMILAR TASKS, SUCH AS A JOB DUTY

TASK/COMPETENCY

1.1 States a measurable item of knowledge, skill, or behavior related to the occupational area

PERFORMANCE OBJECTIVE

P1.1 Explains what the student must do to prove that he or she has mastered this task/competency. Tells

(a) under what conditions the performance will take place ("Given")
(b) exactly what performance is required (Task Statement)
(c) how well the student must perform as a **minimum** standard (Conditions)

CRITERION-REFERENCED MEASURE

C1.1 Tells how the student performance will be assessed or evaluated

ENABLING OBJECTIVES/LEARNING ACTIVITIES

Suggests steps leading to mastery of the performance objective, including

1. subskills
2. related skills
3. supporting concepts
4. related knowledge
5. theory behind a psychomotor skill
6. reinforcement of prior learning
7. parts of the performance required

RESOURCES

Lists tools that can be used to support instruction, including

Audiovisuals: videotapes, films, cassettes, records, media kits, software

References: textbooks, handbooks, and other printed materials

Professional Organizations:

DUTY AREAS

Duty Area One

INTRODUCING THE CHILD CARE SERVICES COURSE

These tasks are designed for a classroom setting. However, instructors may modify the tasks to reflect work performed in a child care setting.

Secondary School Tasks/Competencies

1.1 Identify classroom regulations and procedures.

1.2 Research job opportunities in the child care field.

1.3 Describe the types of child care settings.

1.4 Participate in HERO activities.

1.5 Examine entrepreneurship opportunities.

Postsecondary School Tasks/Competencies

As students entering the postsecondary child care courses may elect the sequence of their classes, orientation activities are incorporated as appropriate for each course.

DUTY AREA

1. INTRODUCING THE CHILD CARE SERVICES COURSE

COURSE

Child Care Services
I & II

TASK/COMPETENCY

1.1 Identify classroom regulations and procedures.

PERFORMANCE OBJECTIVE

P1.1 Given copies of school policies, grading procedures, competency lists, course outlines, and related information, along with instructor-prepared case studies, identify classroom regulations and procedures. Identification of correct regulations/procedures should be made on an instructor-prepared assignment sheet.

CRITERION-REFERENCED MEASURE

C1.1 Instructor-prepared assignment sheet, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. List school and classroom rules.
2. Explain student and teacher responsibilities (see Teaching Tips, pages 55-59).
3. Outline content and objectives of the course.
4. Discuss grading procedures, course requirements, and any fees required.
5. Take students on a tour of the facility.
6. Discuss daily classroom procedures (see Handout 1.1.1, page 61).
7. Stress the importance of attendance.
8. Have students complete a student information sheet (see Handout 1.1.2, pages 63-65).

RESOURCES

References: Student Code of Conduct (as prescribed in each school system's student handbook)
Teacher Handbook (as found within each school system)

TEACHING TIPS 1.1.1

Classroom Management A

Include guidelines which address the following:

- Specific policy about whether or not books, coats, purses, food, and other personal items will be allowed in the lab
- Penalty for tardiness
- Modeling the behavior expected of children
- Maintenance of a weekly and/or monthly calendar of duties
- Clear statement of teacher's expectations
- Importance of consistency and fairness when dealing with children.

Submitted by Gloria Johnson, Child Care Instructor, George Wythe High School, Richmond City Schools

TEACHING TIPS 1.1.2

Building Student Competencies

COMMUNICATION

Teachers will reinforce communication skills by such means as

- including at least one essay question on tests and quizzes
- specifying that grammar, construction, and accuracy of information will be graded
- specifying that students will correct errors in essay responses and return the essay for final evaluation
- specifying that oral responses in class will be in complete sentences
- stressing that slang will not be used in class.

MATHEMATICS

Teachers will reinforce mathematics skills by such means as assigning students to

- prepare monthly statement for parents
- keep a record of preschool account (Codes may be used instead of parents' names to provide confidentiality.)
- prepare end-of-year statement for tax purposes
- keep an individual account book for the center.

Submitted by Gloria Johnson, Child Care Instructor, George Wythe High School, Richmond City Schools

TEACHING TIPS 1.1.3

Classroom Management B

Discuss the following expectations for student behavior:

- Respect the speaker: one person talks -- others listen.
- Use conflict resolution method to address differences of opinion.
- Secure a copy of rules and policies of the center.
- Dress for the job (whether lab or kitchen).
- Bring a change of clothes to class if desired.

Submitted by Gloria Johnson, Child Care Instructor, George Wythe High School, Richmond City Schools

HANDOUT 1.1.1

CLASSROOM EVALUATION

Name______________________________

Date ______________________________

---

10 - Outstanding 8 - Good 7 - Fair 5 - Poor

	10	8	7	5	Comments
Works quietly.					
Works throughout the class period.					
Starts projects on time as soon as class begins.					
Gets the teacher's help when at a stopping point.					
Waits patiently to question teacher without interrupting others.					
Keeps work area orderly.					
Respects all projects, ideas, and opinions of class members.					
Cleans up tables, areas of work, and trash on the floor.					
Puts all supplies and materials back in the proper places.					
Displays good attitude.					
Totals					

Comments:

Submitted by Patricia Fleming, Child Care Instructor, Highland Springs Technical Center, Henrico County Schools

HANDOUT 1.1.2

STUDENT PROFILE

Child Care Services I & II

DIRECTIONS: Use pencils only. Erase cleanly. Respond to all questions and statements. Print clearly.

1. Why did you enroll in Child Care Services?

____

____

____

2. What is your grade point average?_____ Your grade level is_______.

3. SCHEDULE

	Course	Teacher	Period	Room
1st				
2nd				
3rd				
4th				
5th				
6th				
7th				

4. Do you participate in extracurricular activities?__________List the activities.

____

5. How many sisters do you have?_______Ages____, ____, ____, ____, ____. ____

How many brothers do you have?______Ages____, ____, ____, ____, ____, ____

6. Have you ever had a baby sitting job?_____Children's ages____. ____

7. When was your baby sitting job? (Put an X by all answers that are true for you.)

after school____
weekends____
special occasions____

(continued)

8. Did you enjoy sitting with the child/children? Explain.________________

____

____

9. What kind of activities did you participate in with the child/children?

____

____

10. Do you have an after school job?_____Where?________________

What do you do?________________________________

11. Have you ever been in ISS?_____Number of times_____What is/are the name(s) of the teacher(s) involved?________________, ________________

________________, ________________, ________________

12. Have you ever been suspended from school?_____What was the reason?

____

13. Do you talk baby talk to small children?_____

14. Do you use slang?_____ In what situations?________________

15. Would you clean the preschool toilet when assigned that task?________________

Explain.________________________________

16. Would you decline to clean up after a child had regurgitated? ________________

17. Would you decline to clean a child who had defecated on him/herself?__________

18. Would you accept a volunteer position at a day care center as part of your training?_______Explain.

____

____

19. How can this class in occupational child care benefit you in your career plans?

____

____

____

(continued)

20. Do you get along well with your peers? __________ If not, explain.

21. Do you get along well with family members? _______ If not, explain.

22. How do you react to criticism?

23. What is your attitude towards others when you are in a negative mood?

24. If another student were assigned a task and did not do it, would you refuse to do it when asked? Explain.

Please note:

- * You will receive 20 points per day for lab.
- * Five points will be deducted from your 20 points for TARDINESS.
- * Books, backpacks, brief cases, purses, or coats will not be allowed in the preschool lab.

Submitted by Gloria Johnson, Child Care Instructor, George Wythe High School, Richmond City Schools

DUTY AREA

1. INTRODUCING THE CHILD CARE SERVICES COURSE

COURSE

Child Care Services I

TASK/COMPETENCY

1.2 Research job opportunities in the child care field.

PERFORMANCE OBJECTIVE

P1.2 Given resources for research and report specifications, research two job opportunities in the child care field. Report must follow instructor-prepared written specifications.

CRITERION-REFERENCED MEASURE

C1.2 Oral or written report, rated average or above according to instructor-prepared guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Identify sources of employment opportunities information.
2. Distinguish between center-based and home-based opportunities.
3. Discuss salaries, benefits, advancement opportunities, and experience needed for selected jobs in child care.
4. Describe duties, projected employment outlook, and working conditions for selected jobs in child care.
5. Identify types of educational background and training needed for child care careers.
6. Invite guidance counselor or librarian to demonstrate use of Virginia VIEW.

RESOURCES

References: *Caring for the Developing Child.* 2nd ed. Marhoefer and Vadnais.
Home Economics Education Service Area Resource. Virginia. Department of Education.
Virginia Occupational Demand, Supply, and Wage Information. Virginia Occupational Information Coordinating Committee.
Working with Young Children. Herr.

DUTY AREA

1. INTRODUCING THE CHILD CARE SERVICES COURSE

COURSE

Child Care Services I

TASK/COMPETENCY

1.3 Describe the types of child care settings.

PERFORMANCE OBJECTIVE

P1.3 Given classroom discussion and information on types of child care available, describe the types of child care settings. Description of settings should be presented according to instructor's guidelines.

CRITERION-REFERENCED MEASURE

C1.3 Instructor-prepared test, average or above accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *accreditation* (NAEYC), *licensure* (minimum standards), and *exemption.*
2. Have students work in small groups to investigate and distinguish among different types of child care offered, such as chain, proprietor, non-profit, part-time care, full-time care, sick care, school year only, summer only, after-school care, and home-based care.
3. Differentiate between church-housed and church-affiliated child care centers.
4. Identify child care centers that have to be licensed.

RESOURCES

Audiovisuals: *The Child Care Worker: A Recipe for Success* (video). The Child Care Worker's Video Series.

References:
Caring for the Developing Child. 2nd ed. Marhoefer and Vadnais.
Minimum Standards for Licensed Child Care Centers, Nursery Schools, and Child Day Care Camps Serving Children of Preschool Age or Younger. Virginia Department of Social Services.
Working with Young Children. Herr.

DUTY AREA

1. INTRODUCING THE CHILD CARE SERVICES COURSE

COURSE

Child Care Services
I & II

TASK/COMPETENCY

1.4 Participate in HERO activities.

PERFORMANCE OBJECTIVE

P1.4 Given guidelines and necessary resources, participate in the in-class activities of the Home Economics Related Occupations (HERO) student organization. Participation must be rated acceptable according to an instructor-prepared checklist based on organization guidelines.

CRITERION-REFERENCED MEASURE

C1.4 Instructor-prepared checklist, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Identify the goals of HERO.
2. Have students attend in-class chapter meetings.
3. Identify and encourage participation in leadership development activities (fundraising, budgeting accounts, proficiency events).
4. Identify and encourage participation in school or community service activities.
5. Identify and encourage participation in activities required for planning and implementing a child care business, based on guidelines approved by the local school division.
6. Identify and encourage participation in competitive or noncompetitive project activities individually or as a chapter member.
7. Identify and encourage participation in state and national child care professional organizations (see next page).

RESOURCES

References: *Ceremonies and Procedures in the Virginia Association, Homemakers of America: FHA/HERO Degrees in Achievement.* Virginia Department of Education.

FHA/HERO Program of Work for Virginia Chapters. Virginia Department of Education.

Handbook for Youth-Centered Leadership. Virginia Department of Education.

Recognition Ideas for FHA/HERO Chapters. Virginia Department of Education.

(continued)

TASK 1.4 (continued)

RESOURCES

Professional Organizations:	VAECE	Virginia Association for Early Childhood Education
	SACUS	Southern Association for Children Under Six
	NAEYC	National Association for the Education of Young Children
	RAAECE	Richmond Area Association for Early Childhood Education

DUTY AREA

1. INTRODUCING THE CHILD CARE SERVICES COURSE

COURSE

Child Care Services II

TASK/COMPETENCY

1.5 Examine entrepreneurship opportunities.

PERFORMANCE OBJECTIVE

P1.5 Given resources on entrepreneurship, examine entrepreneurship opportunities by listing and briefly describing on an instructor-prepared assignment sheet the steps required to start a child care business. Steps must reflect licensing requirements.

CRITERION-REFERENCED MEASURE

C1.5 Instructor-prepared assignment sheet, completed and rated acceptable based on instructor's guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *entrepreneurship.*
2. List reasons for going into business, differentiating between in-home and center-based child care and determining interrelationships between the two.
3. Compare the risks and rewards of working for oneself with those of working for others.
4. Examine the process of planning a new enterprise, including definition of the business, legal aspects of the business, start-up costs, ways of financing a new business, and identification of competition.
5. Explain the experience, training, and personal characteristics necessary for a person starting a child care business.
6. List factors that would ensure the success of a self-owned child care business, such as offering a service not available elsewhere.
7. Describe the involvement of the class/youth organization (HERO) in planning and implementing a child care business.
8. Arrange a speaker or field trip for the purpose of gathering information about entrepreneurship.

RESOURCES

References: *Working with Young Children.* Herr.

Duty Area Two

UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF INFANTS (0-15 months)

These tasks are designed for a classroom setting. However, instructors may modify the tasks to reflect work performed in a child care setting.

Secondary School Tasks/Competencies

2.1 Describe physical development of the infant.

2.2 Describe emotional development of the infant.

2.3 Describe social development of the infant.

2.4 Describe cognitive development of the infant.

2.5 Identify factors that influence an infant's behavior.

2.6 List ways of communicating with an infant.

2.7 Lift, hold, and carry an infant.

2.8 Bathe and dress an infant.

Postsecondary School Tasks/Competencies

2.9 Evaluate the chronological stages and characteristics of physical development of an infant.

2.10 Evaluate the chronological stages and characteristics of emotional development of an infant.

2.11 Evaluate the chronological stages and characteristics of social development of an infant.

2.12 Evaluate the chronological stages and characteristics of cognitive development of an infant.

2.13 Differentiate between hereditary and environmental factors that influence the development of infants.

2.14 Identify ways of communicating with an infant.

(continued)

Duty Area Two (continued)

Postsecondary School Tasks/Competencies

2.15 Identify ways to support the infant's relationship within the family structure.

2.16 Identify methods that facilitate good sleep habits for infants.

2.17 Identify infant teething patterns and needs.

2.18 Lift, hold, and carry an infant.

2.19 Bathe and dress an infant.

2.20 Analyze factors that influence an infant's behavior.

2.21 Identify methods for child caregivers to record an infant's daily needs.

DUTY AREA

2. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF INFANTS (0-15 months)

COURSE

Child Care Services I

TASK/COMPETENCY

2.1 Describe physical development of the infant.

PERFORMANCE OBJECTIVE

P2.1 Given supplies, text, and classroom instruction, describe physical development of the infant. Description should include appropriate use of terminology and be made in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C2.1 A) Instructor-prepared test, average or above accuracy

OR

B) Project (toy/activity), completed according to instructor's guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define the following terms: *eye-hand coordination*, *motor development*, *reflex*, *gross motor development*, *fine motor development*, *moro reflex*, *grasping reflex*, *babinski reflex*, *swimming reflex*, *stepping reflex*, *temperament*, *bonding*, *socialization*, and *object permanence*.
2. Have students view video on growth and development in infancy.
3. Discuss and list physical characteristics of infants.
4. Describe reflexes of the newborn, such as babinski, moro, grasping, swimming, and stepping.
5. Describe the sequences of motor development.
6. Have students prepare a chart of average heights and weights of children from 0 to 15 months old.
7. Define and give examples of *fine* and *gross motor skills*.
8. Discuss importance of good nutrition.
9. Discuss importance of a safe environment (including use of any equipment).
10. List toys (mobiles, shaking rattle, music boxes) and play activities that enhance motor skills and eye-hand coordination.
11. Have students design and make a project (toy/activity) that enhances the sequence of physical development. Have students make an oral presentation to the class in which they explain aspects of physical development involved in design of project.

(continued)

TASK 2.1 (continued)

RESOURCES

Audiovisuals:	*Watch Me Grow* (video). The Child Care Worker's Video Series.
References:	*Caring for Children*. Draper and Draper. *Child Care*. Rev. ed. Vol. I. Oklahoma State Board of Vocational and Technical Education. *Working with Young Children*. Herr.

DUTY AREA

2. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF INFANTS (0-15 months)

COURSE

Child Care Services I

TASK/COMPETENCY

2.2 Describe emotional development of the infant.

PERFORMANCE OBJECTIVE

P2.2 Given references, textbook, and classroom instruction, describe emotional development of the infant. Description should include appropriate use of terminology and be made in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C2.2 Instructor-prepared test, average or above accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Discuss parent-child interaction patterns.
2. Invite a group of parents to serve on a panel to discuss their opinions of roles they play in parent-child interaction patterns.
3. Using a chart, describe Erikson's first stage of development -- sense of "trust vs. mistrust."
4. Explain *separation anxiety.*
5. Describe peer interaction from birth to age two.
6. Demonstrate ways of meeting the emotional needs of infants.

RESOURCES

References: *Caring for the Developing Child.* 2nd ed. Marhoefer and Vadnais.
Children: The Early Years. Decker.
See How They Grow. Draper, Ganong, and Goodell.
Working with Young Children. Herr.

DUTY AREA

2. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF INFANTS (0-15 months)

COURSE

Child Care Services I

TASK/COMPETENCY

2.3 Describe social development of the infant.

PERFORMANCE OBJECTIVE

P2.3 Given a practical situation and/or classroom instruction, describe social development of the infant. Description should include appropriate use of terminology and be made in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C2.3 Instructor-prepared test, average or above accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. List and describe social needs of infants, as compared with those of an "average" child.
2. Have students observe reactions of infants to different caregivers and/or strangers.
3. Describe reactions to strangers and the effects of strangers on a child's social equilibrium.
4. Describe peer interaction between infants (e.g., response to hearing other infants).
5. Demonstrate and then have students teach an older infant a social game (hiding an object or peek-a-boo).
6. Brainstorm ways in which infants make social contacts, such as smiling, crying, looking, talking, and touching.

RESOURCES

References:

Caring for Children. Draper and Draper.
Child Care. Rev. ed. Vol. I. Oklahoma State Board of Vocational and Technical Education.
Working with Young Children. Herr.

DUTY AREA	COURSE
2. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF INFANTS (0-15 months)	Child Care Services I

TASK/COMPETENCY

2.4 Describe cognitive development of the infant.

PERFORMANCE OBJECTIVE

P2.4 Given supplies, guidelines, text, and classroom instruction, describe cognitive development of the infant. Description should be made in an oral presentation explaining a student-prepared learning activity designed to enhance cognitive skills.

CRITERION-REFERENCED MEASURE

C2.4 Learning activity, designed, presented, and rated acceptable in accordance with instructor's guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *cognitive development.*
2. Describe several theories, including Piaget's sensorimotor period, that help explain intellectual or cognitive development.
3. List materials that encourage cognitive development.
4. Discuss the stages of language in an infant, as compared to an "average" child.
5. List activities (singing songs, reading poems or books to child) that promote language development.
6. Describe responses (babbling, talking, reading, singing, labeling objects, etc.) for promoting a child's intellectual development.
7. Demonstrate criteria and process of selecting picture books that are appropriate for infants.
8. Describe visual preferences (faces, size of objects, shapes) of infants and the effect they have on the infant.

(continued)

TASK 2.4 (continued)

RESOURCES

References:	*Caring for Children.* Draper and Draper. *Caring for the Developing Child.* 2nd ed. Marhoefer and Vadnais. *Child Care.* Rev. ed. Vol. I. Oklahoma State Board of Vocational and Technical Education. *Children: The Early Years.* Decker. *Working with Young Children.* Herr.

DUTY AREA

2. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF INFANTS (0-15 months)

COURSE

Child Care Services I

TASK/COMPETENCY

2.5 Identify factors that influence an infant's behavior.

PERFORMANCE OBJECTIVE

P2.5 Given classroom instruction, identify factors that influence an infant's behavior. Identification of factors should be made in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C2.5 Instructor-prepared test, average or above accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Discuss causes of infant discomfort such as hunger, pain, illness.
2. Have students develop a list of behaviors and suggest causes of each behavior.
3. Design and develop an "Advice Column" for students to respond to questions from parents about infant behavior.
4. Have students research the effects of fear and stress in infants; have them present findings in a report.
5. Explain how a caregiver's positive attitude is important in influencing an infant's behavior.

RESOURCES

Audiovisuals: *Goal-Setting for Early Childhood: A Partnership in Action* (video). The Child Care Worker's Video Series.

References: *Caring for Children.* Draper and Draper.
Child Care. Rev. ed. Vol. I. Oklahoma State Board of Vocational and Technical Education.
Working with Young Children. Herr.

DUTY AREA	**COURSE**
2. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF INFANTS (0-15 months)	Child Care Services I

TASK/COMPETENCY

2.6 List ways of communicating with an infant.

PERFORMANCE OBJECTIVE

P2.6 Given classroom discussion and instruction, list ways of communicating with an infant. List should include both verbal and nonverbal forms of expression and should be presented in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C2.6 Instructor-prepared quiz, average or above accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Identify ways to encourage security and self-worth in an infant.
2. Discuss ways in which adults and infants communicate. How does their environment affect their communication?
3. Have students observe an infant and caregiver for a period of time. List ways in which the infant and caregiver respond to each other.

RESOURCES

Audiovisuals: *Let's Talk: A Caregiver's Guide to Communication* (video). The Child Care Worker's Video Series.

References: *Caring for Children.* Draper and Draper.
Child Care. Rev. ed. Vol. I. Oklahoma State Board of Vocational and Technical Education.
Working with Young Children. Herr.

DUTY AREA	COURSE
2. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF INFANTS (0-15 months)	Child Care Services I

TASK/COMPETENCY

2.7 Lift, hold, and carry an infant.

PERFORMANCE OBJECTIVE

P2.7 Given an instructor demonstration, supplies, and a classroom setting with infants or dolls, lift, hold, and carry an infant/doll. Instructor's guidelines must be followed, including supporting the infant's head and using an arm under back and buttocks. Performance must be rated acceptable according to an instructor-prepared checklist.

CRITERION-REFERENCED MEASURE

C2.7 Instructor-prepared checklist, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Discuss how infants feel most secure with caregivers who handle them.
2. Have students observe an instructor demonstration on lifting, holding, and carrying an infant while giving proper support for back and neck.
3. Have students practice lifting, holding, and carrying a doll.
4. Contact local hospital for information and videos.

RESOURCES

References: *Child Care.* Rev. ed. Vol. I. Oklahoma State Board of Vocational and Technical Education.

DUTY AREA

2. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF INFANTS (0-15 months)

COURSE

Child Care Services I

TASK/COMPETENCY

2.8 Bathe and dress an infant.

PERFORMANCE OBJECTIVE

P2.8 Given an instructor demonstration, infant tub, washcloth, towel, baby shampoo, mild soap, water at appropriate temperature, clean clothes, and diaper, bathe and dress an infant and/or doll. Instructor's guidelines must be followed, including attention to proper support, constant touch, constant supervision, avoidance of drafts, maintenance of room temperature, and placement of clean clothes.

CRITERION-REFERENCED MEASURE

C2.8 Instructor-prepared checklist, all items rated at 100% accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Describe various products used in bathing infants.
2. Describe various types of tubs used in bathing infants.
3. Describe special care for bathing newborns including all safety procedures, such as those involving the temperature and volume of water.
4. Have students watch an instructor demonstrate bathing a baby or a doll.
5. Have students practice bathing and dressing a doll.
6. Identify differences (seasons, styles) in children's clothing.
7. Discuss clothing features -- pros and cons.
8. Demonstrate dressing and wrapping an infant.

RESOURCES

References: *Caring for Children*. Draper and Draper.

DUTY AREA		COURSE
2.	UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF INFANTS (0-15 months)	PSY 235

TASK/COMPETENCY

2.9 Evaluate the chronological stages and characteristics of physical development of an infant.

PERFORMANCE OBJECTIVE

P2.9 Given resources and instruction, evaluate the chronological stages and characteristics of physical development from birth through 15 months. Evaluation should be in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C2.9 Instructor-prepared test, average or above accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Identify reflex movements present at birth.
2. Identify reflex movements that appear/develop after birth.
3. Identify the two categories of voluntary movements.
4. Define *gross motor movements* and *fine motor movements*.
5. Describe the physical characteristics of an infant, i.e., weight and height, and the growth patterns.
6. Explain the sequence of eruption of teeth.
7. Explain pattern of growth for closure of the anterior fontanel.
8. Identify developmental alerts/red flags for infants 0-15 months.
9. Explain and demonstrate ways to promote physical development.

RESOURCES

References: *Developmental Profiles: Birth to Six.* Allen and Marotz.
Infants, Toddlers, and Caregivers. 3rd rev. ed. Gonzalez-Mena and Eyer.

DUTY AREA

2. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF INFANTS (0-15 months)

COURSE

PSY 235

TASK/COMPETENCY

2.10 Evaluate the chronological stages and characteristics of emotional development of an infant.

PERFORMANCE OBJECTIVE

P2.10 Given resources and classroom instruction, evaluate the chronological stages and characteristics of emotional development from birth through 15 months. Evaluation should be in accordance with instructor's guidelines

CRITERION-REFERENCED MEASURE

C2.10 Instructor-prepared test, average or above accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Describe the physical responses associated with the emotions of an infant.
2. Describe the trust relationship.
3. Explain attachment.
4. Explain stranger anxiety.
5. Define and explain *self-concept*.
6. Define and explain the emergence of *autonomy/independence*.
7. Describe and define *bonding*.
8. Explain and demonstrate ways to promote emotional development.

RESOURCES

References: *Developmental Profiles: Birth to Six*. Allen and Marotz.
Infants, Toddlers, and Caregivers. 3rd rev. ed. Gonzalez-Mena and Eyer.

DUTY AREA

2. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF INFANTS (0-15 months)

COURSE

PSY 235

TASK/COMPETENCY

2.11 Evaluate the chronological stages and characteristics of social development of an infant.

PERFORMANCE OBJECTIVE

P2.11 Given resources and instruction, evaluate the chronological stages and characteristics of social development of an infant. Evaluation should be in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C2.11 Instructor-prepared test, average or above accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Describe social responsiveness.
2. Define *social interaction.*
3. Identify how and when infants initiate social interaction.
4. Define and describe *socialization* and *social attitudes.*
5. Explain the relationship between social and cognitive growth.
6. Explain and demonstrate ways to promote social development.

RESOURCES

References: *Beginnings and Beyond.* Gordon and Browne.
Developmental Profiles: Birth to Six. Allen and Marotz.
Infants, Toddlers, and Caregivers. 3rd rev. ed. Gonzalez-Mena and Eyer.

DUTY AREA

2. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF INFANTS (0-15 months)

COURSE

PSY 235

TASK/COMPETENCY

2.12 Evaluate the chronological stages and characteristics of cognitive development of an infant.

PERFORMANCE OBJECTIVE

P2.12 Given references and classroom instruction, evaluate the chronological stages and characteristics of cognitive development. Evaluation should be in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C2.12 Instructor-prepared test, average or above accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *cognition*.
2. Identify the mental activities that comprise cognition.
3. Explain Piaget's theory of cognitive development.
4. Describe the relationships among cognitive development, language development, perceptual development, and motor development.
5. Explain and demonstrate ways to promote cognitive development.

RESOURCES

References: *Developmental Profiles: Birth to Six.* Allen and Marotz.
Infants, Toddlers, and Caregivers. 3rd rev. ed. Gonzalez-Mena and Eyer.

DUTY AREA		COURSE
2.	UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF INFANTS (0-15 months)	PSY 235

TASK/COMPETENCY

2.13 Differentiate between hereditary and environmental factors that influence the development of infants.

PERFORMANCE OBJECTIVE

P2.13 Given references and classroom instruction, differentiate between hereditary and environmental factors that influence the development of infants. Differentiation of factors should be in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C2.13 Instructor-prepared test, average or above accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Review individual differences in development.
2. List hereditary factors.
3. Brainstorm and list environmental factors, such as family, cultural, and community experiences.
4. Discuss the maturation process and the influences on behavior.
5. Have students prepare a chart of "hereditary vs. environmental factors" that illustrates various factors.
6. List elements of an environment that promote positive physical, social, emotional, and cognitive growth.
7. Describe the role that hereditary and environmental factors play in infant development.

RESOURCES

References: *Beginnings and Beyond.* Gordon and Browne.
Developmental Profiles: Birth to Six. Allen and Marotz.
Infants, Toddlers, and Caregivers. 3rd rev. ed. Gonzalez-Mena and Eyer.

DUTY AREA

2. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF INFANTS (0-15 months)

COURSE

PSY 235

TASK/COMPETENCY

2.14 Identify ways of communicating with an infant.

PERFORMANCE OBJECTIVE

P2.14 Given instruction in language development, resources, and guidelines, identify ways of communicating with an infant. Identification should be made in the form of a demonstration that is prepared and given in accordance with instructor's guidelines and is rated on instructor's checklist.

CRITERION-REFERENCED MEASURE

C2.14 Instructor-prepared checklist, all items rated acceptable.

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Explain the association between language and events formed by infants.
2. Explain the infant's reaction to pitch and tone rather than the meaning of words.
3. Describe the process for acquiring language.
4. Identify and demonstrate ways of fostering language development.
5. Demonstrate forms of nonverbal communication.

RESOURCES

References: *Beginnings and Beyond.* Gordon and Browne.
Developmental Profiles: Birth to Six. Allen and Marotz.
Infants, Toddlers, and Caregivers. 3rd rev. ed. Gonzalez-Mena and Eyer.

DUTY AREA

2. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF INFANTS (0-15 months)

COURSE

PSY 235

TASK/COMPETENCY

2.15 Identify ways to support the infant's relationship within the family structure.

PERFORMANCE OBJECTIVE

P2.15 Given classroom instruction and instructor-prepared case studies, identify ways to support the infant's relationship within the family structure. Case studies should be discussed and accompanying assignment sheet completed in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C2.15 Instructor-prepared assignment sheet, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Explain basic rules of communication.
2. Identify listening skills.
3. Identify the variety of methods of communicating with parents.
4. Review and develop methods of recordkeeping.
5. Discuss and demonstrate appropriate parent/staff interaction.

RESOURCES

References: None identified

DUTY AREA

2. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF INFANTS (0-15 months)

COURSE

PSY 235

TASK/COMPETENCY

2.16 Identify methods that facilitate good sleep habits for infants.

PERFORMANCE OBJECTIVE

P2.16 Given classroom instruction, identify methods that facilitate good sleep habits for infants. Identification should be in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C2.16 Instructor-prepared test, average or above accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Explain ways infants express their need for sleep.
2. Explain the necessity of individual infant sleep schedules.
3. Identify the reasons for ongoing changes in infants' sleep patterns.
4. Identify components of an appropriate nap environment for infants.
5. Identify cultural factors that affect infant sleep patterns.

RESOURCES

References: *Guiding Young Children.* 5th ed. Hildebrand.

DUTY AREA

2. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF INFANTS (0-15 months)

COURSE

PSY 235

TASK/COMPETENCY

2.17 Identify infant teething patterns and needs.

PERFORMANCE OBJECTIVE

P2.17 Given guidelines and instruction in the eruption of teeth, identify infant teething patterns and needs by developing a chart that includes chronological patterns of teething, symptoms, and needs. Chart should be developed in accordance with criteria in instructor's guidelines.

CRITERION-REFERENCED MEASURE

C2.17 Instructor-prepared checklist, acceptable rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Explain the sequence of the eruption of teeth.
2. Identify physical symptoms associated with teething.
3. Identify changes in feeding and eating associated with teething.
4. Identify needs for sucking and chewing associated with teething.
5. Identify individual differences in infant teething patterns.

RESOURCES

References: *Caring for the Developing Child.* 2nd ed. Marhoefer and Vadnais.
See How They Grow. Draper, Ganong, and Goodell.

DUTY AREA	**COURSE**
2. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF INFANTS (0-15 months)	PSY 235

TASK/COMPETENCY

2.18 Lift, hold, and carry an infant.

PERFORMANCE OBJECTIVE

P2.18 Given an instructor demonstration and a classroom setting with infants or dolls, lift, hold, and carry an infant/doll. Instructor's guidelines must be followed, including supporting the infant's head and using an arm under the back and buttocks. Performance must be rated acceptable according to an instructor-prepared checklist.

CRITERION-REFERENCED MEASURE

C2.18 Instructor-prepared checklist, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Review and demonstrate ways to hold an infant.
2. Review and demonstrate ways to carry an infant.
3. Review and demonstrate ways to lift an infant.
4. Identify reasons that holding, lifting, and carrying an infant are important to the infant's development.

RESOURCES

References: *See How They Grow.* Draper, Ganong, and Goodell.

DUTY AREA

2. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF INFANTS (0-15 months)

COURSE

CHD 166

TASK/COMPETENCY

2.19 Bathe and dress an infant.

PERFORMANCE OBJECTIVE

P2.19 Given instructor demonstration, infant/doll, water supply, tub, soap, towel and washcloth, bathe and dress an infant. Student's performance must be made in accordance with instructor-provided guidelines, and all safety procedures must be followed.

CRITERION-REFERENCED MEASURE

C2.19 Instructor-prepared checklist, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Explain all factors involving the safety of an infant when bathing (water temperature, tub, preparation of equipment/materials, etc.).
2. Demonstrate and review methods for bathing an infant.
3. Demonstrate and review how to dress an infant.
4. Discuss reasons for appropriate methods for dressing and wrapping an infant.

RESOURCES

References: *See How They Grow.* Draper, Ganong, and Goodell.

DUTY AREA	**COURSE**
2. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF INFANTS (0-15 months)	CHD 205 PSY 235

TASK/COMPETENCY

2.20 Analyze factors that influence an infant's behavior.

PERFORMANCE OBJECTIVE

P2.20 Given text assignments, class discussions, role play situations, and instructor-prepared case studies, analyze factors that influence an infant's behavior. Analysis should be made on an instructor-prepared assignment sheet.

CRITERION-REFERENCED MEASURE

C2.20 Instructor-prepared assignment sheet, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Identify and discuss the effective behavioral limit setting as done in a non-verbal way.
2. Identify and discuss examples of inappropriate behavioral limit setting for infants.
3. Review social and emotional development of infants.
4. Define and discuss *separation anxiety*.
5. Explain emotional responses to unfamiliar settings and caregivers.
6. Identify and discuss caregivers' positive responses to infant responses to new situations and fears.
7. Discuss and list methods for working with parents of infants in adjusting to new situations and/or fears.

RESOURCES

References: *Guiding Young Children*. 5th ed. Hildebrand.
Guiding Young Children: A Child-Centered Approach. Reynolds.
Positive Child Guidance. Miller.

DUTY AREA	COURSE
2. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF INFANTS (0-15 months)	PSY 235 CHD 166

TASK/COMPETENCY

2.21 Identify methods for child caregivers to record an infant's daily needs.

PERFORMANCE OBJECTIVE

P2.21 Given a simulated situation, classroom instruction, licensing requirements, and samples of various records, identify methods for child caregivers to record an infant's daily needs by completing various forms in accordance with instructor's guidelines. All licensing requirements must be met.

CRITERION-REFERENCED MEASURE

C2.21 Sample forms, completed with 100% accuracy according to instructor's guidelines and licensing requirements

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Review needs of infants met by child caregivers.
2. Explain the purpose and use of a feeding chart.
3. Complete a diaper change chart.
4. Discuss licensing requirements.

RESOURCES

References: *Minimum Standards for Licensed Child Care Centers, Nursery Schools, and Child Day Care Camps Serving Children of Preschool Age or Younger.* Virginia Department of Social Services.

Duty Area Three

UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF TODDLERS (16-24 months)

These tasks are designed for a classroom setting. However, instructors may modify the tasks to reflect work performed in a child care setting.

Secondary School Tasks/Competencies

3.1 Describe physical development of the toddler.

3.2 Describe emotional development of the toddler.

3.3 Describe social development of the toddler.

3.4 Describe cognitive development of the toddler.

3.5 Identify procedures for bathing and dressing a toddler.

3.6 Identify factors that influence a toddler's behavior.

Postsecondary School Tasks/Competencies

3.7 Evaluate the chronological stages and characteristics of physical development of a toddler.

3.8 Evaluate the chronological stages and characteristics of emotional development of a toddler.

3.9 Evaluate the chronological stages and characteristics of social development of a toddler.

3.10 Evaluate the chronological stages and characteristics of cognitive development of a toddler.

3.11 Differentiate between hereditary and environmental factors that influence toddler development.

3.12 Explain ways the toddler's relationship within his or her family structure can be supported.

3.13 Identify methods for child caregivers to record ways a toddler's needs are met.

3.14 Analyze factors that influence a toddler's behavior.

3.15 Determine methods of developing the toddler's independence through self-discipline techniques.

3.16 Develop a plan to help the toddler maintain a sense of self-worth.

DUTY AREA

3. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF TODDLERS (16-24 months)

COURSE

Child Care Services I

TASK/COMPETENCY

3.1 Describe physical development of the toddler.

PERFORMANCE OBJECTIVE

P3.1 Given resources and classroom instruction, describe the physical development of the toddler. Description should be in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C3.1 Instructor-prepared test, average or above accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define/review the terms *physical development*, *object permanence*, *separation anxiety*, *bonding*, *socialization*, *gross motor development*, *fine motor development*, and *eye-hand coordination*.
2. Describe characteristics of growth pattern of toddlers (measure toddlers).
3. Have students make posters depicting the characteristics of a physically healthy toddler.
4. Have students develop activities that enhance creative movement.
5. Discuss the sequence of growth in the toddler.
6. Discuss the importance of senses in the toddler's motor skill development.
7. Relate the toddler's motor skill development to providing a safe environment.

RESOURCES

Audiovisuals: *Watch Me Grow* (video). The Child Care Worker's Video Series.

References:
Children: The Early Years. Decker.
Children: The Early Years (Student Activity Guide). Decker.
Infants and Toddlers: Curriculum and Teaching. 2nd ed. Wilson.
See How They Grow. Draper, Ganong, and Goodell.
Working With Young Children. Herr.
Working with Young Children (Student Activity Guide). Herr.

DUTY AREA

3. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF TODDLERS (16-24 months)

COURSE

Child Care Services I

TASK/COMPETENCY

3.2 Describe emotional development of the toddler.

PERFORMANCE OBJECTIVE

P3.2 Given classroom instruction, supplies, and resources, describe the emotional development of the toddler. Description should be made in an oral explanation of a project designed to portray aspects of emotional development. Description should be presented in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C3.2 Instructor-prepared checklist, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Identify characteristics of an emotionally healthy toddler.
2. Identify problem signals for emotional development of toddlers.
3. Have students role play emotional situations characteristic of toddlers.
4. Define/review *temperament* and *separation distress*.
5. Have students make a bulletin board or poster displaying positive emotions of toddlers.
6. Explain the difference between positive and negative emotions.
7. Discuss means of providing a healthy emotional environment for toddlers.

RESOURCES

References:
Caring for the Developing Child. 2nd ed. Marhoefer and Vadnais.
Children: The Early Years. Decker.
Children: The Early Years (Student Activity Guide). Decker.
See How They Grow. Draper, Ganong, and Goodell.
Working with Young Children. Herr.

DUTY AREA

3. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF TODDLERS (16-24 months)

COURSE

Child Care Services I

TASK/COMPETENCY

3.3 Describe social development of the toddler.

PERFORMANCE OBJECTIVE

P3.3 Given guidelines and the opportunity to observe a group of toddlers, describe social development of the toddler. Description should include examples drawn from observations and should be in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C3.3 Instructor-prepared test, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define/review *self-esteem*, *relationships*, *autonomy*, *self-concept*, *peers*, and *solitary* and *symbolic play*.

2. Demonstrate qualities the caregiver should display in order to be a good social role model.

3. Identify social characteristics displayed by toddlers. Make a list of signs of socialization.

4. Have students research and report on the influences of family heritages and customs.

5. Discuss the importance of fairness and consistency when working with toddlers.

6. Identify problem signals for social development of toddlers.

7. Have students work in small groups to develop a list of ways to make toddlers feel good about themselves.

8. Identify activities toddlers can accomplish.

RESOURCES

Audiovisuals: *Caring for Toddlers* (media kit). T. S Butterick Series.

(continued)

TASK 3.3 (continued)

RESOURCES

References:	*Caring for the Developing Child.* 2nd ed. Marhoefer and Vadnais. *Children: The Early Years.* Decker. *See How They Grow.* Draper, Ganong, and Goodell. *Working with Young Children.* Herr.

DUTY AREA

3. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF TODDLERS (16-24 months)

COURSE

Child Care Services I

TASK/COMPETENCY

3.4 Describe cognitive development of the toddler.

PERFORMANCE OBJECTIVE

P3.4 Given instruction in cognitive development of toddlers, describe cognitive development of the toddler. Description should be according to instructor's guidelines.

CRITERION-REFERENCED MEASURE

C3.4 Instructor-prepared test, average or above accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Describe the relationship of object permanence, trial and error, imitation and symbolic play to cognitive development in toddlers.
2. Define *deferred imitation*.
3. Discuss Piaget's work on intellectual development of the toddler. By collecting and interpreting data, identify toddler actions that show their thinking skills.
4. Identify problems toddlers encounter when learning to speak.

RESOURCES

Audiovisuals: *Let's Talk: A Caregiver's Guide to Communication* (video). The Child Care Worker's Video Series.

References:
Caring for the Developing Child. 2nd ed. Marhoefer and Vadnais.
Children: The Early Years. Decker.
See How They Grow. Draper, Ganong, and Goodell.
Working with Young Children. Herr.

DUTY AREA

3. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF TODDLERS (16-24 months)

COURSE

Child Care Services I

TASK/COMPETENCY

3.5 Identify procedures for bathing and dressing a toddler.

PERFORMANCE OBJECTIVE

P3.5 Given instruction in the bathing and dressing of a toddler, identify procedures for bathing and dressing a toddler. Identification must include safety precautions and must be presented in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C3.5 Instructor-prepared test, average or above accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Identify safety techniques for bathing and dressing a toddler (e.g., use of anti-slip mat, temperature check of water, and volume check of water).
2. Demonstrate techniques to assist a toddler in dressing.
3. Brainstorm activities to promote a safe and pleasurable environment for bathing.

RESOURCES

References: *Child Care*. Rev. ed. Vol. I. Oklahoma State Board of Vocational and Technical Education
See How They Grow. Draper, Ganong, and Goodell.

DUTY AREA	COURSE
3. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF TODDLERS (16-24 months)	Child Care Services I

TASK/COMPETENCY

3.6 Identify factors that influence a toddler's behavior.

PERFORMANCE OBJECTIVE

P3.6 Given an instructor-prepared case situation or access to a group of toddlers in a child care facility, identify factors that influence a toddler's behavior. Identification should include both positive and negative factors and should be presented in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C3.6 Instructor-prepared case situation with assignment sheet or observation form, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Discuss the effects of new situations and environments, such as fears, a new baby in the home, or moving.
2. Identify typical fears of toddlers.
3. Describe signs of stress in toddlers; explain the importance of the caregiver's recognizing and understanding the effects of stress.
4. Have students repond in writing to questions about behavior problems.
5. Have students research children's books that illustrate fear, anger, death, divorce, new baby, and step-families. Bring books to class to share.
6. Have students brainstorm methods of building self-esteem and self-image in toddlers.
7. Have students observe a toddler in a child care facility for ten minutes and record the behavior observed. Discuss in class.
8. Invite a child care center teacher to share activities that toddlers seem to enjoy.

(continued)

TASK 3.6 (continued)

RESOURCES

Audiovisuals: *Goal-Setting for Early Childhood: A Partnership in Action* (video). The Child Care Worker's Video Series.

References: *Caring for the Developing Child.* 2nd ed. Marhoefer and Vadnais.
Working with Young Children. Herr.

DUTY AREA	COURSE
3. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF TODDLERS (16-24 months)	PSY 235

TASK/COMPETENCY

3.7 Evaluate the chronological stages and characteristics of physical development of a toddler.

PERFORMANCE OBJECTIVE

P3.7 Given resources and classroom instruction, evaluate the chronological stages and characteristics of physical development of a toddler. Evaluation should be in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C3.7 Instructor-prepared test, average or above accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Invite a physical therapist to the class to discuss how motor tasks can help children develop positive brain function.

2. Have students visit a class that includes physically-impaired children. Have students observe their methods of motor control and locomotion and report observations to class.

4. Discuss the characteristics of physical development of toddlers.

5. Identify ways of enhancing physical development of toddlers.

RESOURCES

References: *Caring for the Developing Child.* 2nd ed. Marhoefer and Vadnais.
Children: The Early Years. Decker.
Infants and Toddlers: Curriculum and Teaching. 2nd ed. Wilson.
Working with Young Children. Herr.

DUTY AREA	COURSE
3. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF TODDLERS (16-24 months)	PSY 235 CHD 205

TASK/COMPETENCY

3.8 Evaluate the chronological stages and characteristics of emotional development of a toddler.

PERFORMANCE OBJECTIVE

P3.8 Given references and classroom instruction, evaluate the chronological stages and characteristics of emotional development of a toddler. Evaluation should be in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C3.8 Instructor-prepared test, average or above accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Have students design a plan to comfort a toddler during a crisis, such as divorce; integration into a step-family; death of a pet, friend, or family member.

2. Have students observe a class of toddlers. Have students then answer the following questions: Are the toddlers displaying healthy emotional attitudes? Are they solving problems on their own, or is the teacher intervening? Is the teacher supportive of emotions displayed by toddlers?

3. Review types of emotions-feelings, control of emotions-feelings, and temperament.

4. Identify ways of enhancing emotional development of toddler.

RESOURCES

References: *Caring for the Developing Child.* 2nd ed. Marhoefer and Vadnais.
Infants and Toddlers: Curriculum and Teaching. 2nd ed. Wilson.
Infants, Toddlers, and Caregivers. 3rd rev. ed. Gonzalez-Mena and Eyer.

DUTY AREA	COURSE
3. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF TODDLERS (16-24 months)	PSY 235 CHD 205

TASK/COMPETENCY

3.9 Evaluate the chronological stages and characteristics of social development of a toddler.

PERFORMANCE OBJECTIVE

P3.9 Given resources and classroom instruction, evaluate the chronological stages and characteristics of social development of a toddler. Evaluation should be in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C3.9 Instructor-prepared test, average or above accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Have student role play ways to give a child a positive self-concept and a negative self-concept. Make a list of positive techniques. Discuss long-range effects of negative self-concepts.
2. Have students write a newspaper column helping parents to solve problems of socialization with their toddlers.
3. Identify ways of enhancing social development of toddler.

RESOURCES

References: *Caring for the Developing Child.* 2nd ed. Marhoefer and Vadnais.
Caring for the Developing Child (Student Workbook). Marhoefer and Vadnais.
Children: The Early Years. Decker.
Working with Young Children. Herr.
Infants, Toddlers, and Caregivers. 3rd rev. ed. Gonzalez-Mena and Eyer.

DUTY AREA

3. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF TODDLERS (16-24 months)

COURSE

PSY 235

TASK/COMPETENCY

3.10 Evaluate the chronological stages and characteristics of cognitive development of a toddler.

PERFORMANCE OBJECTIVE

P3.10 Given classroom instruction, evaluate the chronological stages and characteristics of cognitive development of a toddler. Evaluation should be in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C3.10 Instructor-prepared test, average or above accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Describe Bruner's idea of early intelligence.
2. Describe Piaget's theories on children's thinking.
3. Explain toddlers' concept development.
4. Have students plan cognitive and language development activities for toddlers.
5. Discuss testing young children.
6. Identify ways to enhance cognitive development of a toddler.

RESOURCES

References: *Child Care.* Rev. ed. Vol. I. Oklahoma State Department of Vocational and Technical Education.
Working with Young Children. Herr.

DUTY AREA

3. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF TODDLERS (16-24 months)

COURSE

PSY 235

TASK/COMPETENCY

3.11 Differentiate between hereditary and environmental factors that influence the development of toddlers.

PERFORMANCE OBJECTIVE

P3.11 Given references and classroom instruction, differentiate between the hereditary and environmental factors that influence the development of toddlers. Differentiation should be presented in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C3.11 Instructor-prepared test, average or above accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *heredity, environment, genetics, chromosomes, dominant, recessive,* and *birth defects.*
2. Discuss Mendel's Laws.
3. Identify hereditary birth defects.
4. Identify environmental birth defects.
5. Have students analyze case studies of identical twins raised apart.
6. Identify environmental factors that affect development.
7. Identify age-appropriate toys for toddlers.
8. Have students analyze items on intelligence test for toddler. Would answers be based on heredity or environment?

RESOURCES

References: *Caring for the Developing Child.* 2nd ed. Marhoefer and Vadnais.
See How They Grow. Draper, Ganong, and Goodell.

DUTY AREA	COURSE
3. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF TODDLERS (16-24 months)	PSY 235

TASK/COMPETENCY

3.12 Explain ways the toddler's relationship within his or her family structure can be supported.

PERFORMANCE OBJECTIVE

P3.12 Given classroom instruction, explain ways the toddler's relationship within his or her family structure can be supported. Explanation should be presented in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C3.12 Instructor-prepared test, average or above accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Discuss types of family structure and their effects on toddler's behavior.
2. Identify toddler's birth place in the family. Discuss research.
3. Identify toddler responsibilities or chores.
4. Identify potential competition areas between caregivers and parents. Have students plan strategies to minimize competition between caregivers and parents.
5. Have students develop a plan to assist parents in safe limit setting for toddlers.
6. Discuss importance of caregiver and parent communication. Have students make a plan for regular interaction -- memos, daily/weekly; bulletin board; and place for comment on sign-in sheet.

RESOURCES

References: *Infants and Toddlers: Curriculum and Teaching.* 2nd ed. Wilson.
Working with Young Children. Herr.

DUTY AREA	**COURSE**
3. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF TODDLERS (16-24 months)	PSY 235

TASK/COMPETENCY

3.13 Identify methods for child caregivers to record ways a toddler's daily needs are met.

PERFORMANCE OBJECTIVE

P3.13 Given sample formats and instruction in keeping records on children, identify methods for child caregivers to record ways toddlers' needs are met. Identification should be made by keeping records of a specified situation in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C3.13 Written record, average or above-rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Discuss the importance of providing age-appropriate activities for toddlers.
2. Review the benefits of promoting self-esteem.
3. Describe components of a safe and healthy environment.
4. Review benefits of an adequate nutritional program.

RESOURCES

References: *Infants and Toddlers: Curriculum and Teaching.* 2nd ed. Wilson.
Working with Young Children. Herr.

DUTY AREA

3. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF TODDLERS (16-24 months)

COURSE

CHD 205
PSY 235

TASK/COMPETENCY

3.14 Analyze factors that influence a toddler's behavior.

PERFORMANCE OBJECTIVE

P3.14 Given text assignments, class discussions, role play situations and instructor-prepared case studies, analyze factors that influence a toddler's behavior. Analysis should be done on an instructor-prepared assignment sheet.

CRITERION-REFERENCED MEASURE

C3.14 Instructor-prepared assignment sheet, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define/review *behavior, discipline, external controls, internal controls,* and *independence.*

2. Explore the importance of a consistent routine in setting behavioral limits for toddlers.

3. Discuss how breaks in daily routine (between activities and meals) affect the behavior of toddlers.

4. Have students write a summary of expected behavior of toddlers and the guidelines for managing toddlers' behavior.

5. Develop guidelines for orienting a toddler to a child care setting.

6. Brainstorm ways to introduce a toddler to unfamiliar situations.

RESOURCES

References: *Caring for the Developing Child.* 2nd ed. Marhoefer and Vadnais.
Infants and Toddlers: Curriculum and Teaching. 2nd ed. Wilson.
Working with Young Children. Herr.
Infants, Toddlers, and Caregivers. 3rd rev. ed. Gonzales-Mena and Eyer.

DUTY AREA

3.	UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF TODDLERS (16-24 months)	CHD 205 PSY 235

COURSE

TASK/COMPETENCY

3.15 Determine methods of developing the toddler's independence through self-discipline techniques.

PERFORMANCE OBJECTIVE

P3.15 Given resources, guidelines, and classroom discussion, determine methods of developing the toddler's independence through self-discipline techniques. Plan should be presented in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C3.15 Written plan, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Review techniques for administering behavioral limits with toddlers.
2. Discuss the importance of safety, the maturation level of the toddlers, and the type and amount of equipment available.
3. Have students develop a plan to teach toddlers problem-solving techniques.
4. Have students request guidelines for toddlers from a child care center. Have students ask these questions:

   Are the guidelines too stringent?
   Do they allow freedom of choice?
   Do they allow exploration?
   Do they allow experimentation?
   Do they tell toddlers what to do instead of what not to do?

5. Discuss the impact of rewarding, praising, and supporting in helping toddlers become independent.
6. Have students observe a toddler in a child care center for 30 minutes, using a checklist of behavioral expectations of toddlers. Have students check off observed behavior.
7. Discuss behavior as it is addressed in the state licensing requirements.

(continued)

ENABLING OBJECTIVES/LEARNING ACTIVITIES

8. Have students write brief answers describing how they think a child's self-image and emotional development would be affected by the following situations:
   a. often being told he or she is not smart enough
   b. being sexually molested
   c. being an only child in a family
   d. being the youngest child in a family
   e. being the middle child in a family
   f. being the oldest child in a family
   g. having a handicapped sibling
   h. moving to a different residence six times in five years.

RESOURCES

References: *Infants and Toddlers: Curriculum and Teaching.* 2nd ed. Wilson.
Infants, Toddlers, and Caregivers. 3rd rev. ed. Gonzalez-Mena and Eyer.
Minimum Standards for Licensed Child Care Centers, Nursery Schools, and Child Day Care Camps Serving Children of Preschool Age or Younger. Virginia Department of Social Services.
Working with Young Children. Herr.

DUTY AREA	COURSE
3. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF TODDLERS (16-24 months)	CHD 205 PSY 235

TASK/COMPETENCY

3.16 Develop a plan to help the toddler maintain a sense of self-worth.

PERFORMANCE OBJECTIVE

P3.16 Given classroom instruction, develop a plan to help toddler maintain a sense of self-worth. Plan must include all components designated by instructor and be presented in proper format according to instructor's guidelines.

CRITERION-REFERENCED MEASURE

C3.16 Written plan, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Discuss family heritages and customs.
2. Discuss the importance of fairness and consistency when working with toddlers.
3. Have students interview teachers in child care centers to identify relationships between toddlers and adults. Discuss findings in class.
4. Have students review Erik Erikson's stages of personality development.
5. Identify activities toddlers can accomplish.
6. Have students complete a list of questions toddlers can answer.

RESOURCES

References: *Caring for the Developing Child.* 2nd ed. Marhoefer and Vadnais.
Children: The Early Years. Decker.

Duty Area Four

UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF PRESCHOOL-AGE CHILDREN (2-5 years)

These tasks are designed for a classroom setting. However, instructors may modify the tasks to reflect work performed in a child care setting.

Secondary School Tasks/Competencies

4.1 Describe physical development of the preschooler.

4.2 Describe emotional development of the preschooler.

4.3 Describe social development of the preschooler.

4.4 Describe cognitive development of the preschooler.

4.5 Identify factors that influence a preschool-age child's behavior.

Postsecondary School Tasks/Competencies

4.6 Evaluate the chronological stages and characteristics of physical development of the preschooler.

4.7 Evaluate the chronological stages and characteristics of emotional development of the preschooler.

4.8 Evaluate the chronological stages and characteristics of social development of the preschooler.

4.9 Evaluate the chronological stages and characteristics of cognitive development of the preschooler.

4.10 Determine methods of developing the preschooler's independence through self-discipline techniques.

4.11 Differentiate between hereditary and environmental factors that influence a preschooler's development.

4.12 Explain ways the preschooler's relationship within his or her family structure can be supported.

4.13 Analyze factors that influence a preschool-age child's behavior.

4.14 Identify methods for a child caregiver to record ways a preschooler's needs are met.

DUTY AREA

4. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF PRESCHOOL-AGE CHILDREN (2-5 years)

COURSE

Child Care Services I

TASK/COMPETENCY

4.1 Describe physical development of the preschooler.

PERFORMANCE OBJECTIVE

P4.1 Given guidelines for observations and class assignments, describe the physical development of the preschooler. Description should be presented in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C4.1 Written observation, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *preschooler*, *objective reporting*, and *subjective reporting*.
2. Have students practice writing subjective and objective reports.
3. Prepare a chart (or have students complete a chart) comparing the following: body growth and development, gross and fine motor development, and self-help skills of children ages 2-5.
4. Have students observe a class of preschoolers and describe their motor skills.
5. Discuss the physical aspects of healthy preschoolers.
6. Have students design a growth chart for use by preschoolers. Students should include both standard and metric measuring.
7. Have students design a graph to reflect the growth of a child.

RESOURCES

Audiovisuals:	*Caring for Preschoolers* (media kit). T. S. Butterick Series. *Watch Me Grow* (video). The Child Care Worker's Video Series.
References:	*Caring for Children.* Draper and Draper. *Caring for the Developing Child.* 2nd ed. Marhoefer and Vadnais. *Children: The Early Years (Teacher's Resource Guide).* Decker. *Working with Young Children (Observation Guide).* Herr. *Working with Young Children.* Herr.

DUTY AREA

4. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF PRESCHOOL-AGE CHILDREN (2-5 years)

COURSE

Child Care Services I

TASK/COMPETENCY

4.2 Describe emotional development of the preschooler.

PERFORMANCE OBJECTIVE

P4.2 Given guidelines for observations and class assignments, describe the emotional development of the preschooler. Observations should be presented in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C4.2 Written observation, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Have students observe a class of preschoolers. Have students take notes on the emotional outbursts and other expressions of feelings seen in the preschoolers. Discuss observations in class.
2. Identify characteristics of an emotionally healthy preschooler.
3. List positive and negative emotions often seen in preschoolers.
4. Have students design a collage showing the range of emotions preschoolers often exhibit.
5. Discuss characteristics of antecdotal observation.

RESOURCES

Audiovisuals: *Child Development: The Preschooler* (media kit). T. S. Butterick Series.

References:
Caring for Children. Draper and Draper.
Caring for the Developing Child. 2nd ed. Marhoefer and Vadnais.
Children: The Early Years. Decker.
Studying Children: Observing and Participating. 2nd ed. Draper, Draper, and Polk.
Working with Young Children. Herr.
Working with Young Children (Observation Guide). Herr.

DUTY AREA

4. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF PRESCHOOL-AGE CHILDREN (2-5 years)

COURSE

Child Care Services I

TASK/COMPETENCY

4.3 Describe social development of the preschooler.

PERFORMANCE OBJECTIVE

P4.3 Given guidelines for observations and class assignments, describe the social development of the preschooler. Description should be made in the form of a written report based on observations. Report must include all components identified in instructor's guidelines.

CRITERION-REFERENCED MEASURE

C4.3 Written report, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define/review *social development*, *self-esteem*, and *self-concept*.
2. Describe the natural changes that occur as preschoolers mature socially.
3. Define *parallel*, *cooperative*, *solitary*, and *associative play*.
4. Have students observe a class of preschoolers and write comments on the way they play and get along with each other. Discuss with class.
5. Describe qualities a caregiver should display in order to provide a good social role model.
6. List factors that affect a child's sense of self-worth.
7. Brainstorm ways caregivers can help children develop positive self-concepts.
8. List ways children show satisfaction or dissatisfaction with themselves.
9. Have students develop activities to help a preschooler maintain a sense of self-worth.
10. Have students role play situations where caregivers can help children maintain a positive self-concept.

(continued)

TASK 4.3 (continued)

RESOURCES

Audiovisuals: *Child Development: The Preschooler* (media kit). T. S. Butterick Series.

References:
Caring for Children. Draper and Draper.
Caring for the Developing Child. 2nd ed. Marhoefer and Vadnais.
Children: The Early Years. Decker.
Working with Young Children. Herr.

DUTY AREA

4. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF PRESCHOOL-AGE CHILDREN (2-5 years)

COURSE

Child Care Services I

TASK/COMPETENCY

4.4 Describe cognitive development of the preschooler.

PERFORMANCE OBJECTIVE

P4.4 Given observation, class discussions, and class assignments, describe the cognitive development of the preschooler. Description should be made in the form of a diary-type written observation and must include all components identified in instructor's guidelines.

CRITERION-REFERENCED MEASURE

C4.4 Written observation (diary-type), average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *classification*, *seriation*, *spatial*, *egocentric*, and *temporal relationships*.
2. Describe Piaget's sensorimotor, preconceptual, and preoperational phases of cognitive development.
3. Have students observe and record observations of a class of preschool children. Discuss events and environmental factors that reflect cognitive development of the children.
4. Have students work in small groups to identify activities that can be used to enhance cognitive development of the preschool-age child. Have each group present to class the activity they feel best enhances cognitive development.

RESOURCES

Audiovisuals: *Let's Talk: A Caregiver's Guide to Communication* (video). The Child Care Worker's Video Series.

References:
Caring for Children. Draper and Draper.
Caring for the Developing Child. 2nd ed. Marhoefer and Vadnais.
Child Care. Rev. ed. Vol. I. Oklahoma State Board of Vocational and Technical Education.
Children: The Early Years. Decker.

DUTY AREA

4. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF PRESCHOOL-AGE CHILDREN (2-5 years)

COURSE

Child Care Services I & II

TASK/COMPETENCY

4.5 Identify factors that influence a preschool-age child's behavior.

PERFORMANCE OBJECTIVE

P4.5 Given classroom instruction, role play situations, and classroom observations, identify factors that influence a preschool-age child's behavior. Identification should be presented in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C4.5 Instructor-prepared simulation situations with response sheets, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *guidance, behavior*, and *discipline.*
2. Explain how the caregiver's attitude and responses are important in dealing with a preschooler's behavior.
3. List guidelines and reasons for setting limits for children.
4. Brainstorm ways to handle behavior responses typical of preschool children.
5. Have students role play effective ways to emphasize positive rather than negative responses for preschoolers' behaviors.
6. Have students discuss and write how imitation, reinforcement, and insight can provide positive guidance for preschoolers.

RESOURCES

Audiovisuals: *Goal-Setting for Early Childhood: A Partnership in Action* (video). The Child Care Worker's Video Series.

References: *Caring for Children.* Draper and Draper.
Child Care. Rev. ed. Vol. I. Oklahoma State Board of Vocational and Technical Education.
Working with Young Children. Herr.
Working with Young Children (*Student Activity Guide*). Herr.

DUTY AREA

4. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF PRESCHOOL-AGE CHILDREN (2-5 years)

COURSE

PSY 235

TASK/COMPETENCY

4.6 Evaluate the chronological stages and characteristics of physical development of the preschooler.

PERFORMANCE OBJECTIVE

P4.6 Given resources and classroom instruction, evaluate the chronological stages and characteristics of physical development of the preschooler. Evaluation should be in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C4.6 Instructor-prepared test, average or above accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Describe normal physical growth for children aged two through five. Include the differences in the maturation level that are found at the same age level.
2. Describe changes in proportion and posture that occur in this age group.
3. Describe motor skill developments for this age group.
4. Define *dexterity* and *ambidextrous.*
5. Discuss the problems of thumbsucking at ages four and five years.
6. Define *enuresis.*
7. Describe how parents who have a child aged four or older should handle enuresis.
8. Explain and demonstrate ways to promote physical development.

RESOURCES

References: *Developmental Profiles: Birth to Six.* Allen and Marotz.
Understanding Child Development. 3rd ed. Charlesworth.

DUTY AREA

4. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF PRESCHOOL-AGE CHILDREN (2-5 years)

COURSE

PSY 235

TASK/COMPETENCY

4.7 Evaluate the chronological stages and characteristics of emotional development of the preschooler.

PERFORMANCE OBJECTIVE

P4.7 Given references and classroom discussion, evaluate the chronological stages and characteristics of emotional development of the preschooler. Evaluation should be in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C4.7 Instructor-prepared test, average or above accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Describe the patterns of emotional development in children aged two through five.
2. Define *negativism* and explain what causes it.
3. Explain the relationship between social and emotional growth.
4. Explain *separation anxiety.*
5. Give examples of the causes of and responses to anger, fear, and jealousy in children of this age group.
6. Explain the importance of a positive self-concept, and identify ways it can be developed.
7. Describe a child's relationship with family members as it evolves from age two through age five.
8. Discuss the good and bad effects of competition.
9. Identify ways to enhance the emotional development of the preschooler.

(continued)

TASK 4.7 (continued)

RESOURCES

References: *Developmental Profiles: Birth to Six.* Allen and Marotz.
Understanding Child Development. 3rd ed. Charlesworth.

DUTY AREA

4. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF PRESCHOOL-AGE CHILDREN (2-5 years)

COURSE

PSY 235

TASK/COMPETENCY

4.8 Evaluate the chronological stages and characteristics of social development of the preschooler.

PERFORMANCE OBJECTIVE

P4.8 Given an opportunity to observe preschoolers and instruction in the social development of a preschooler, evaluate the chronological stages and characteristics of social development of the preschooler. Assessment should be made in the form of a written report based on observation. Report must follow directions provided in instructor's guidelines.

CRITERION-REFERENCED MEASURE

C4.8 Written report, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define/review the terms *peers* and *socialization*.
2. Review the terms *parallel play, cooperative play, solitary play*, and *associative play*.
3. Explain the relationship between social, emotional, physical, and cognitive growth.
4. Describe the changes that evolve in the social development of a preschool-age child.
5. Describe the sensitive, placid, and aggressive child.
6. Define *moral development* and *conscience*.
7. Describe moral development in preschoolers.
8. Identify ways to enhance the social development of the preschooler.

(continued)

TASK 4.8 (continued)

RESOURCES

References: *Beginnings and Beyond: Foundations in Early Childhood Education.* 3rd ed. Gordon and Browne.
Developmental Profiles: Birth to Six. Allen and Marotz.
Understanding Child Development. 3rd ed. Charlesworth.

DUTY AREA

4. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF PRESCHOOL-AGE CHILDREN (2-5 years)

COURSE

HLT 100
HLT 135
CHD 145
CHD 146

TASK/COMPETENCY

4.9 Evaluate the chronological stages and characteristics of cognitive development of the preschooler.

PERFORMANCE OBJECTIVE

P4.9 Given resources and guidelines, evaluate the chronological stages and characteristics of cognitive development of the preschooler. Evaluation should be made in the form of an oral report presented in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C4.9 Instructor-prepared checklist, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Describe the influence of maturation, experience, and social transmission on cognitive development.
2. Define *egocentric* as it relates to cognitive development of the preschooler.
3. Describe Piaget's four relational concepts: *classification*, *seriation*, *spatial relations*, and *temporal relations*.
4. Describe the changes that occur as a child progresses from the sensorimotor to preconceptual to preoperational stage of development.
5. Have students observe a group of two- to three-year olds and a group of four- to five-year-olds. Describe the changes in the following: attention, memory, perception, imagination, creativity, association, and reasoning.
6. Identify ways to enhance the cognitive development of the preschooler.
7. Explain the relationship between cognitive and social, emotional, and physical growth.

(continued)

TASK 4.9 (continued)

RESOURCES

References: *Developmental Profiles: Birth to Six.* Allen and Marotz.
Understanding Child Development. 3rd ed. Charlesworth.

DUTY AREA

COURSE

4. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF PRESCHOOL-AGE CHILDREN (2-5 years)

PSY 235

TASK/COMPETENCY

4.10 Determine methods of developing the preschooler's independence through self-discipline techniques.

PERFORMANCE OBJECTIVE

P4.10 Given instruction in.the self-control approach to discipline, determine methods of developing the preschooler's independence through self-discipline techniques. Methods should be determined in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C4.10 Instructor-prepared test, average or above accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Explain the self-control approach to discipline.
2. Explain the following components of the self-control approach to discipline: (1) freedom of expression, (2) provision of alternatives, (3) direction, (4) limits.
3. Describe the adult's role in helping children aged two to five express their feelings in constructive ways.
4. Discuss three guidelines to follow when providing alternatives to children aged two to five.
5. Have students practice turning commands and unrealistic questions into choices that promote responsibility in children.
6. List situations and approaches for giving young children opportunities to develop independence and responsibility in making choices in daily tasks.
7. Explain the appropriate tactics to use in setting limits that will help children develop self-control and independence.

RESOURCES

References: None identified

DUTY AREA	COURSE
4. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF PRESCHOOL-AGE CHILDREN (2-5 years)	PSY 235

TASK/COMPETENCY

4.11 Differentiate between hereditary and environmental factors that influence a preschooler's development.

PERFORMANCE OBJECTIVE

P4.11 Given instructor-prepared case situations and guidelines, differentiate between hereditary and environmental factors that influence a preschooler's development. Differentiation of factors should be made on an instructor-prepared assignment sheet.

CRITERION-REFERENCED MEASURE

C4.11 Instructor-prepared assignment sheet, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Review *heredity*.
2. List hereditary factors that affect the development of children aged two to five.
3. List environmental factors that can affect the development of children in this age group.
4. Have students read case situations and select hereditary factors and environmental factors that have an effect on the physical, social, emotional, and cognitive development in children.

RESOURCES

References: *Caring for Children*. Draper and Draper.
Child Care. Rev. ed. Vol. I. Oklahoma State Board of Vocational and Technical Education.
Working with Young Children. Herr.

DUTY AREA	COURSE
4. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF PRESCHOOL-AGE CHILDREN (2-5 years)	PSY 235

TASK/COMPETENCY

4.12 Explain ways the preschooler's relationship within his or her family structure can be supported.

PERFORMANCE OBJECTIVE

P4.12 Given class assignments and discussions, explain ways the preschooler's relationship within his or her family structure can be supported. Explanation should be presented in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C4.12 Instructor-prepared test, average or above accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Explain the importance of including parents in children's learning experiences.
2. Make a list of objectives for involving parents.
3. Have students role play parent-teacher meetings.
4. Have students discuss with a day care director parent-teacher communications and the benefits for the child.
5. Explain how to build a positive relationship with a shy, worried, angry, or unconcerned parent.
6. Have students prepare a newsletter for parents.

RESOURCES

References: *Administration of Schools for Young Children.* 3rd ed. Click and Click.
Working with Young Children. Herr.

DUTY AREA	COURSE
4. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF PRESCHOOL-AGE CHILDREN (2-5 years)	CHD 205 PSY 235

TASK/COMPETENCY

4.13 Analyze factors that influence a preschool-age child's behavior.

PERFORMANCE OBJECTIVE

P4.13 Given text assignments, class discussions, role play situations, and instructor-prepared case studies, analyze factors that influence a preschool-age child's behavior. Written or oral analysis should be in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C4.13 Written or oral analysis of instructor-prepared case studies, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define/review *discipline, self-controlled discipline.*
2. Explain the ways to set limits for preschool-age children and the reasons that limits are set.
3. Have students role play situations where limits must be set and describe the appropriate ways to set those limits.
4. Describe fears that a preschool-age child may have and the child's possible responses to these fears.
5. Explain reasons that some children have more fears than other children.
6. Have students role play fearful and/or new situations and explain the caregiver's role in easing the situation for a child.

RESOURCES

References: *Caring for the Developing Child.* 2nd ed. Marhoefer and Vadnais.

DUTY AREA	COURSE
4. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF PRESCHOOL-AGE CHILDREN (2-5 years)	PSY 235

TASK/COMPETENCY

4.14 Identify methods for a child caregiver to record ways a preschooler's needs are met.

PERFORMANCE OBJECTIVE

P4.14 Given instruction in keeping records on children, identify methods for a child caregiver to record ways preschoolers' needs are met. Identification of methods should be in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C4.14 Instructor-prepared quiz, average or above accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Identify types of records required to be kept on each child in a child care setting.
2. Explain the importance of newsletters and daily notes to parents concerning daily routines of their children.
3. Describe the types of information that should be given to parents on a daily basis pertaining to their children.
4. Have students develop a daily schedule for a preschool class.
5. Have students develop a form for recording a preschooler's daily progress.

RESOURCES

References: *Minimum Standards for Licensed Child Care Centers.* Virginia Department of Social Services.

Duty Area Five

UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF SCHOOL-AGE CHILDREN (5-12 years)

These tasks are designed for a classroom setting. However, instructors may modify the tasks to reflect work performed in a child care setting.

Secondary School Tasks/Competencies

5.1 Describe physical development of the school-age child.

5.2 Describe emotional development of the school-age child.

5.3 Describe social development of the school-age child.

5.4 Describe cognitive development of the school-age child.

5.5 Identify factors that influence a school-age child's behavior.

Postsecondary School Tasks/Competencies

5.6 Evaluate the chronological stages and characteristics of physical development of the school-age child.

5.7 Evaluate the chronological stages and characteristics of emotional development of the school-age child.

5.8 Evaluate the chronological stages and characteristics of social development of the school-age child.

5.9 Evaluate the chronological stages and characteristics of cognitive development of the school-age child.

5.10 Differentiate between hereditary and environmental factors that influence the development of school-age children.

5.11 Identify ways to assist school-age children with crisis situations.

5.12 Explain ways the school-age child's relationship within his or her family structure can be supported.

5.13 Describe caregiver's role in giving assistance to school-age children in daily routines and activities.

5.14 Analyze factors that influence a school-age child's behavior.

DUTY AREA

5. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF SCHOOL-AGE CHILDREN (5-12 years)

COURSE

Child Care Services II

TASK/COMPETENCY

5.1 Describe physical development of the school-age child.

PERFORMANCE OBJECTIVE

P5.1 Given instructor-prepared guidelines and case situations (reflecting varying ages, children's skill levels, and circumstances), describe physical development of the school-age child by analyzing factors identified in the case studies and writing a description in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C5.1 Written description, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *abstract thinking*, *concrete thinking*, *puberty*, and *academic learning*.
2. Have students bring in personal pictures from their school-age years. Discuss what changes have occurred since that period.
3. Identify dietary needs of school-age children. Discuss the importance of diet in the physical growth of school-age children.
4. Invite a dentist, doctor, and others to serve on a panel to discuss aspects of physical development of the school-age child.
5. Identify games and activities that promote physical development.

RESOURCES

References:

Caring for the Developing Child. 2nd ed. Marhoefer and Vadnais.
Children: The Early Years. Decker.
Children: The Early Years (Teacher's Resource Guide). Decker.
See How They Grow. Draper, Ganong, and Goodell.

DUTY AREA

5. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF SCHOOL-AGE CHILDREN (5-12 years)

COURSE

Child Care Services II

TASK/COMPETENCY

5.2 Describe emotional development of the school-age child.

PERFORMANCE OBJECTIVE

P5.2 Given resources, classroom discussion, and report guidelines, describe emotional development of the school-age child in a written report. Report must be grammatically correct and presented in proper format in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C5.2 Written report, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Identify situations in which school-age children have been afraid.
2. Examine the effects of competition on school-age children.
3. Identify methods the school-age child uses to express anger.
4. Give examples to illustrate causes of and responses to anger, fear, and jealousy in children of school age.
5. Identify factors that influence emotional development.
6. Discuss the overlapping of emotional and social development in school-age children.
7. Discuss effects of love and affection on a child's social development.
8. Identify common problems of children who do not have satisfactory emotional development.

(continued)

TASK 5.2 (continued)

RESOURCES

Audiovisuals: *The School-Age Child* (media kit). T. S. Butterick Series.

References: *Caring for the Developing Child.* 2nd ed. Marhoefer and Vadnais.
See How They Grow. Draper, Ganong, and Goodell.

DUTY AREA

5. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF SCHOOL-AGE CHILDREN (5-12 years)

COURSE

Child Care Services II

TASK/COMPETENCY

5.3 Describe social development of the school-age child.

PERFORMANCE OBJECTIVE

P5.3 Given resources and classroom instruction, describe social development of the school-age child including role of peer pressure and other societal effects. Description should be presented in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C5.3 Instructor-prepared test, average or above accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Explain how children develop a sense of right and wrong.
2. Explain why the family gradually loses some of its influence as school-age children spend more time with their peers.
3. Identify factors that influence social development.
4. Review the overlapping of social and emotional development in school-age children.
5. Discuss effects of love and affection on a child's social development.
6. Discuss importance of fairness and consistency when working with school-age children.
7. Have students role play ways that the student may help a child maintain a sense of self-worth.

RESOURCES

Audiovisuals:	*The School-Age Child* (media kit). T. S. Butterick Series.
References:	*Caring for the Developing Child.* 2nd ed. Marhoefer and Vadnais. *See How They Grow.* Draper, Ganong, and Goodell.

DUTY AREA

5. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF SCHOOL-AGE CHILDREN (5-12 years)

COURSE

Child Care Services II

TASK/COMPETENCY

5.4 Describe cognitive development of the school-age child.

PERFORMANCE OBJECTIVE

P5.4 Given resources, supplies, and guidelines, describe cognitive development of the school-age child. Description should be presented in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C5.4 Instructor-prepared test, average or above accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define the terms *classification*, *seriation*, *spatial*, *egocentric*, and *temporal relationships* as they relate to the school-age child.
2. Discuss the theories of Jean Piaget on children's thinking.
3. Research the effects that such factors as improper diet, lack of sleep, and lack of exercise have on learning.
4. Have students role play a situation in which a child wants help with homework. Discuss ways of helping a child reach his/her goal without doing the homework.
5. Research guidelines for monitoring homework of school-age children.
6. Have students work in small groups to develop projects that incorporate problem-solving skills.

RESOURCES

References: *Caring for the Developing Child.* 2nd ed. Marhoefer and Vadnais.
Children: The Early Years (*Teacher's Resource Guide*). Decker.
See How They Grow. Draper, Ganong, and Goodell.

DUTY AREA

5. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF SCHOOL-AGE CHILDREN (5-12 years)

COURSE

Child Care Services II

TASK/COMPETENCY

5.5 Identify factors that influence a school-age child's behavior.

PERFORMANCE OBJECTIVE

P5.5 Given text assignments, class discussions, and role-play situations, identify factors that influence a school-age child's behavior. Identification of factors should be made on an instructor-prepared assignment sheet.

CRITERION-REFERENCED MEASURE

C5.5 Instructor-prepared simulation situations and assignment sheet, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Identify behavioral expectations for school-age children.
2. List reasons for setting limits for school-age children, and list questions a caregiver should answer while setting limits.
3. Evaluate case studies in which the caregiver handles discipline in a negative way. Have students rewrite to develop a positive approach.
4. Discuss how giving school-age children "chores" (responsibilities) can have a positive influence on behavior.
5. Have students role play ways teachers use good and poor guidance techniques. Identify negative versus positive approaches and what responses children might give for each.
6. Explain how the caregiver's attitude is important in dealing with a school-age child's behavior.
7. Brainstorm ways to handle behavior situations normal for school-age children.

(continued)

TASK 5.5 (continued)

RESOURCES

References: *Child Care.* Rev. ed. Vol. I. Oklahoma State Board of Vocational and Technical Education.
Working with Young Children. Herr.
Working with Young Children (Student Activity Guide). Herr.

DUTY AREA	COURSE
5. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF SCHOOL-AGE CHILDREN (5-12 years)	PSY 235

TASK/COMPETENCY

5.6 Evaluate the chronological stages and characteristics of physical development of the school-age child.

PERFORMANCE OBJECTIVE

P5.6 Given classroom instruction, evaluate the chronological stages and characteristics of physical development of the school-age child. Evaluation should be presented in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C5.6 Instructor-prepared test, average or above accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Describe normal physical growth for children ages 5-12.
2. Describe changes in proportion and posture that occur at this age.
3. Describe motor skill development for this age group.
4. Explain and demonstrate ways to promote physical development.
5. Describe common problems that may occur within this age group, such as obesity, anorexia, bulimia.

RESOURCES

References:
Caring for the Developing Child. 2nd ed. Marhoefer and Vadnais.
Child Care. Rev. ed. Vol. I. Oklahoma State Board of Vocational and Technical Education
See How They Grow. Draper, Ganong, and Goodell.

DUTY AREA	COURSE
5. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF SCHOOL-AGE CHILDREN (5-12 years)	PSY 235 CHD 205

TASK/COMPETENCY

5.7 Evaluate the chronological stages and characteristics of emotional development of the school-age child.

PERFORMANCE OBJECTIVE

P5.7 Given classroom instruction, evaluate the chronological stages and characteristics of emotional development of the school-age child. Evaluation should be presented in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C5.7 Instructor-prepared test, average or above accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Describe patterns of emotional development between the ages of 5 and 12. Include a discussion of the differences in the maturation levels that are found at the same age level.
2. Explain relationship between social and emotional growth.
3. Explain importance of self-esteem in emotional development.
4. Define common emotional problems, such as depression and anxiety, that occur in this age group.
5. Identify ways to enhance emotional development of the school-age child.

RESOURCES

References: None identified

DUTY AREA		COURSE
5.	UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF SCHOOL-AGE CHILDREN (5-12 years)	PSY 235 CHD 205

TASK/COMPETENCY

5.8 Evaluate the chronological stages and characteristics of social development of the school-age child.

PERFORMANCE OBJECTIVE

P5.8 Given instruction in the social development of a school-age child, evaluate the chronological stages and characteristics of social development in the school-age child. Evaluation should be presented in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C5.8 Instructor-prepared test, average or above accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *peers* and *peer pressure.*
2. Explain the relationships between social and physical growth, between social and emotional growth, and between social and cognitive growth for school-age children.
3. Describe the changes in social development that evolve in children ages 5-12.
4. Describe the effect of peer pressure on a school-age child's dress, activities, and moral development.
5. Identify social skills that are learned during this period.
6. Discuss the importance of belonging or being a part of an organized group during the school-age years.
7. Identify methods of enhancing social development of the school-age child.

RESOURCES

References:	*Development Profiles: Birth to Six.* Allen and Marotz. *Understanding Child Development.* 3rd ed. Charlesworth.

DUTY AREA		COURSE
5.	UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF SCHOOL-AGE CHILDREN (5-12 years)	PSY 235

TASK/COMPETENCY

5.9 Evaluate the chronological stages and characteristics of cognitive development of the school-age child.

PERFORMANCE OBJECTIVE

P5.9 Given instruction and resources, evaluate the chronological stages and characteristics of cognitive development in the school-age child. Evaluation should be presented in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C5.9 Instructor-prepared test, average or above accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Explain the relationship between cognitive and social growth, between cognitive and emotional growth, and between cognitive and physical growth for school-age children.

2. Describe the changes that occur as a child progresses from the preoperational to concrete operational stage of development.

3. Explain Piaget's four levels of representation, and give examples of how this evolves in school-age children.

4. Identify methods of enhancing cognitive development of the school-age child.

RESOURCES

References: *Caring for the Developing Child.* 2nd ed. Marhoefer and Vadnais.

DUTY AREA	COURSE
5. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF SCHOOL-AGE CHILDREN (5-12 years)	PSY 235 CHD 216

TASK/COMPETENCY

5.10 Differentiate between hereditary and environmental factors that influence the development of school-age children.

PERFORMANCE OBJECTIVE

P5.10 Given classroom instruction, differentiate between the role that hereditary and environmental factors play in school-age children, according to instructor's guidelines.

CRITERION-REFERENCED MEASURE

C5.10 Instructor-prepared test, average or above accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Review hereditary and environmental birth defects.
2. Review hereditary factors that affect development.
3. Identify developmental factors which can be attributed to heredity.
4. Identify developmental factors which can be attributed to the environment.
5. Review hereditary and environmental factors on emotional, social, physical, and cognitive development of school-age children.

RESOURCES

References: *Caring for the Developing Child.* 2nd ed. Marhoefer and Vadnais.
Child Care. Rev. ed. Vol. I. Oklahoma State Board of Vocational and Technical Education.
See How They Grow. Draper, Ganong, and Goodell.

DUTY AREA	COURSE
5. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF SCHOOL-AGE CHILDREN (5-12 years)	PSY 235 CHD 205

TASK/COMPETENCY

5.11 Identify ways to assist school-age children with crisis situations.

PERFORMANCE OBJECTIVE

P5.11 Given role-play activities and classroom instruction, identify ways to assist school-age children with crisis situations by role playing instructor-prepared case situations. Identification must be rated acceptable according to an instructor-prepared checklist.

CRITERION-REFERENCED MEASURE

C5.11 Instructor-prepared checklist, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. List possible crisis situations, such as death in family, divorce, unemployment, moving, and the like.

2. Have students compile a list of referral services for children in various crisis situations.

3. Discuss techniques for dealing with a crisis situation in a child care center.

4. Describe behaviors that may be associated with emotional and social problems.

RESOURCES

References: *Understanding Child Development.* 3rd ed. Charlesworth.

DUTY AREA

5. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF SCHOOL-AGE CHILDREN (5-12 years)

COURSE

PSY 235
CHD 216

TASK/COMPETENCY

5.12 Explain ways the school-age child's relationship within his or her family structure can be supported.

PERFORMANCE OBJECTIVE

P5.12 Given guidelines and instruction in parent-teacher relations, explain ways the school-age child's relationship within his or her family structure can be supported. Explanation should be an oral or written report prepared in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C5.12 Oral or written report, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Describe the importance of parent-teacher relations.
2. Explain the importance of knowing some background information on a child and his or her family.
3. State purposes of parental involvement.
4. Discuss methods of getting parents involved in child care activities.
5. Describe how to conduct a parent conference.

RESOURCES

References: *Administration of Schools for Young Children.* 3rd ed. Click and Click.
Working with Young Children. Herr.

DUTY AREA	COURSE
5. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF SCHOOL-AGE CHILDREN (5-12 years)	PSY 235 CHD 216

TASK/COMPETENCY

5.13 Describe caregiver's role in giving assistance to school-age children in daily routines and activities.

PERFORMANCE OBJECTIVE

P5.13 Given instruction in working with school-age children, describe the caregiver's role in giving assistance to school-age children in daily routines and activities. Description should be presented in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C5.13 Instructor-prepared test, average or above accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. State responsibilities of caregivers of school-age children.
2. Create a list of activities and supplies that help school-age children with schoolwork/interests.
3. Recommend ways to handle situations typical of school-age children.
4. List communication guidelines caregivers should follow in bridging the environment between home and school.

RESOURCES

References:	*Working with Young Children.* Herr.

DUTY AREA	COURSE
5. UNDERSTANDING GROWTH AND DEVELOPMENT CHARACTERISTICS OF SCHOOL-AGE CHILDREN (5-12 years)	CHD205 PSY 235

TASK/COMPETENCY

5.14 Analyze factors that influence a school-age child's behavior.

PERFORMANCE OBJECTIVE

P5.14 Given text assignments, class discussions, role-play situations, and instructor-prepared case studies, analyze factors that influence a school-age child's behavior. Analysis should be oral or written and should be in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C5.14 Written or oral analysis of instructor-prepared case studies, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *discipline*, *behavior*, *external controls*, *internal controls*, and *independence* as they pertain to a school-age child.
2. Explore the importance of a consistent routine in setting behavioral limits for school-age children.
3. Discuss how limits for school-age children should be set and why limits are important.
4. Have students role play situations where limits must be set and describe the appropriate ways to set those limits.
5. Describe fearful situations that a school-age child could encounter, possible reactions of the child, and positive reactions for the caregiver to display.
6. Analyze case studies in which the caregiver handles discipline in a negative way. Have students rewrite to provide a positive approach.
7. Have students write an essay on "How giving school-age children responsibilities can have a positive influence on behavior."
8. Research behavioral expectations for school-age children.

(continued)

TASK 5.14 (continued)

RESOURCES

References: *Caring for the Developing Child.* 2nd ed. Marhoefer and Vadnais.

Duty Area Six

CARING FOR EXCEPTIONAL CHILDREN

These tasks are designed for a classroom setting. However, instructors may modify the tasks to reflect work performed in a child care setting.

Secondary School Tasks/Competencies

6.1 Describe children that may be categorized as special needs or exceptional.

6.2 Identify skills and attitudes that can benefit a child care worker while working with special needs children.

6.3 Identify community agencies that support special needs children, their parents, and the schools.

6.4 Differentiate between the roles that hereditary and environmental factors play in a special needs child's development.

Postsecondary School Tasks/Competencies

6.5 Demonstrate attitudes and skills a child care worker should have while working with special needs children and their families.

6.6 Describe indicators of learning problems in infants, toddlers, preschool-age, and school-age children.

6.7 Develop a plan to involve families of special needs children with supportive community agencies.

DUTY AREA

6. CARING FOR EXCEPTIONAL CHILDREN

COURSE

Child Care Services II

TASK/COMPETENCY

6.1 Describe children that may be categorized as special needs or exceptional.

PERFORMANCE OBJECTIVE

P6.1 Given classroom instruction and assigned readings, describe children that may be categorized as special needs or exceptional. Description should be presented in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C6.1 Instructor-prepared test, average or above accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Discuss characteristics of special needs children.
2. Identify characteristics of children who are categorized as the following:
   mentally handicapped
   health impaired
   hearing impaired
   emotionally disturbed
   visually impaired
   language disordered
   speech disordered
   physically handicapped
   gifted
   attention deficit disordered
   hyperactive.

RESOURCES

References: *Child Care.* Rev. ed. Vol. II. Oklahoma State Board of Vocational and Technical Education.
Children: The Early Years. Decker.
Working with Young Children. Herr.

DUTY AREA	**COURSE**
6. CARING FOR EXCEPTIONAL CHILDREN	Child Care Services II

TASK/COMPETENCY

6.2 Identify skills and attitudes that can benefit a child care worker while working with special needs children.

PERFORMANCE OBJECTIVE

P6.2 Given class discussion and sample case studies, identify skills and attitudes that can benefit a child care worker while working with special needs children. Identification should be in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C6.2 Instructor-prepared checklist, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Discuss how to handle daily situations with special needs children. Review characteristics of special needs children versus "normal" children.

2. Describe curriculum accommodations necessary for special needs children.

3. Have students observe a child care setting that includes special needs children. Have students report on how the teacher worked with the special needs children and the accommodations made.

4. Have students role play how to handle situations with special needs children who are
    mentally handicapped
    health impaired
    hearing impaired
    emotionally disturbed
    visually impaired
    language disordered
    speech disordered
    physically handicapped
    gifted
    attention deficit disordered
    hyperactive.

RESOURCES

References: *Child Care*. Rev. ed. Vol. II. Oklahoma State Board of Vocational and Technical Education.
Mainstreaming. 2nd ed. Wood.

DUTY AREA	COURSE
6. CARING FOR EXCEPTIONAL CHILDREN	Child Care Services II

TASK/COMPETENCY

6.3 Identify community agencies that support special needs children, their parents, and the schools.

PERFORMANCE OBJECTIVE

P6.3 Given resources, brochures, and classroom discussion, identify community agencies that support special needs children, their parents, and the schools. Identification should be in the form of a research project prepared in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C6.3 Research project, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *support group* and *community agency.*
2. Have students gather information about agencies that provide services and support in the community.
3. Invite representatives of various support groups to speak to the class.

RESOURCES

References: *Child Care.* Rev. ed. Vol. II. Oklahoma State Board of Vocational and Technical Education.

DUTY AREA

6. CARING FOR EXCEPTIONAL CHILDREN

COURSE

Child Care Services II

TASK/COMPETENCY

6.4 Differentiate between the roles that hereditary and environmental factors play in a special needs child's development.

PERFORMANCE OBJECTIVE

P6.4 Given classroom instruction, differentiate between the roles that hereditary and environmental factors play in a special needs child's development. Differentiation should be presented in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C6.4 Instructor-prepared test, average or above accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Discuss individual differences in development among special needs children. Chart by age and compare to non-special needs children.

2. Define/review *heredity, environment, chromosomes, dominant, recessive,* and *birth defects.*

3. List environmental factors, such as family, cultural, and community experiences.

4. Explain how imitation, reinforcement, and insight can provide positive guidance for preschoolers.

5. Prepare a chart "Hereditary vs. Environmental Factors" showing how each influences development.

6. Have students chart physical development of an "exceptional" child versus a "normal" child.

RESOURCES

References:
Caring for the Developing Child. 2nd ed. Marhoefer and Vadnais.
Child Care. Rev. ed. Vol. I. Oklahoma State Board of Vocational and Technical Education.
See How They Grow. Draper, Ganong, and Goodell.
Working with Young Children. Herr.

DUTY AREA	**COURSE**
6. CARING FOR EXCEPTIONAL CHILDREN	PSY 235 CHD 216

TASK/COMPETENCY

6.5 Demonstrate attitudes and skills a child care worker should have while working with special needs children and their families.

PERFORMANCE OBJECTIVE

P6.5 Given a role-play setting and a selected activity, demonstrate attitudes and skills a child care worker should have while working with special needs children and their families. Demonstration must be rated acceptable according to an instructor-prepared checklist.

CRITERION-REFERENCED MEASURE

C6.5 Instructor-prepared checklist, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Discuss guidance techniques to use with special needs children.
2. Identify teaching guidelines to follow when working with special needs children.
3. Have students observe a class that includes special needs children and report on skills the instructor used.
4. Have students develop and present an activity adapted to special needs children.
5. Have students locate an article (in magazine or section of a book) that describes how to handle special needs children in a regular classroom. Have students summarize the most important skills for teachers and other important points learned from the article/book.
6. Identify and discuss concerns that parents may have about their special needs children participating in a child care center.

RESOURCES

References: *Child Care*. Rev. ed. Vol. II. Oklahoma State Board of Vocational and Technical Education.
Working with Young Children. Herr.
Understanding Learning Disabilities: A Parent Guide and Workbook. Learning Disabilities Council, Inc.

DUTY AREA	COURSE
6. CARING FOR EXCEPTIONAL CHILDREN	PSY 235 CHD 205 CHD 216

TASK/COMPETENCY

6.6 Describe indicators of learning problems in infants, toddlers, preschool-age, and school-age children.

PERFORMANCE OBJECTIVE

P6.6 Given guidelines for normal development in infants, toddlers, preschool-age and school-age children, describe indicators of learning problems in infants, toddlers, preschool-age, and school-age children. Description should be in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C6.6 Instructor-prepared test, average or above accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Review normal development for all age groups.
2. Investigate possible physiological problems that might cause learning problems.
3. Have students write an essay comparing and contrasting the differences between normal and abnormal development for one age group category.

RESOURCES

References: *Child Care.* Rev. ed. Vol. II. Oklahoma State Board of Vocational and Technical Education.
Children: The Early Years. Decker.
Understanding Learning Disabilities: A Parent Guide and Workbook. Learning Disabilities Council, Inc.

DUTY AREA	COURSE
6. CARING FOR EXCEPTIONAL CHILDREN	PSY 235 CHD 205 CHD 216

TASK/COMPETENCY

6.7 Develop a plan to involve families of special needs children with supportive community agencies.

PERFORMANCE OBJECTIVE

P6.7 Given information on community agencies, develop a plan to involve families of special needs children with supportive community agencies. Plan must be developed in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C6.7 Written plan, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Identify community agencies that provide educational support for families with special needs children.
2. Identify community resources that assist with or provide adaptive equipment.
3. Brainstorm ways to encourage families of special needs children to interact with community agencies.
4. Provide students with State and Federal mandate descriptions of exceptional children, so that students may understand who is and is not entitled to special services.

RESOURCES

References: *Richmond's Services for Infants, Toddlers, and Families.* Virginia Department of Social Services.
Understanding Learning Disabilities: A Parent Guide and Workbook. Learning Disabilities Council, Inc.

Duty Area Seven

PROMOTING PRACTICES THAT DEVELOP AND MAINTAIN THE CHILD'S HEALTH

These tasks are designed for a classroom setting. However, instructors may modify the tasks to reflect work performed in a child care setting.

Secondary School Tasks/Competencies

7.1 Perform a health check to identify and promote health care habits of young children.

7.2 Identify symptoms of child abuse/neglect and procedures for reporting suspected cases of child abuse/neglect.

7.3 Identify dental care procedures.

7.4 Identify techniques used for independent dressing skills.

7.5 Describe bathroom monitoring procedures.

7.6 Prepare area for rest/nap time.

7.7 Take body temperature.

7.8 Describe childhood allergies.

7.9 Describe diseases common to infants, toddlers, preschoolers, and school-age children.

Postsecondary School Tasks/Competencies

7.10 Develop a plan for promoting health care habits for young children.

7.11 Prepare child abuse/neglect report.

7.12 Develop a toilet training plan.

7.13 Identify methods for promoting a positive environment for rest time.

7.14 Develop a plan to be used in caring for an ill child.

7.15 Develop procedures for administering prescribed medication.

DUTY AREA	COURSE
7. PROMOTING PRACTICES THAT DEVELOP AND MAINTAIN THE CHILD'S HEALTH	Child Care Services I & II

TASK/COMPETENCY

7.1 Perform a health check to identify and promote health care habits of young children.

PERFORMANCE OBJECTIVE

P7.1 Given classroom discussion and instructor demonstration, perform a health check to identify and promote health care habits in the child care setting. Demonstration must be rated acceptable according to instructor-prepared checklist.

CRITERION-REFERENCED MEASURE

C7.1 Instructor-prepared checklist, rated at 100% accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Determine current state licensing standards regarding a child's or employee's health.
2. Discuss symptoms of common childhood illnesses, such as chicken pox, lice, pink eye, and ringworm.
3. Describe changes in behavior that might indicate a health problem.
4. List habits that promote good health (e.g., washing hands is *required)*.
5. Identify proper procedure to follow if illness is indicated. (Procedure would include taking temperature, contacting parent, writing report, and other steps as needed.)
6. Have students read articles about health care in magazines such as *Parents*, *Young Child*, and *Parenting*.

RESOURCES

References:
Caring for Children. Draper and Draper.
Caring for the Developing Child. 2nd ed. Marhoefer and Vadnais.
Child Nutrition and Health. Hutchins.
Health, Safety, and Nutrition for the Young Child. Marotz, Cross, and Rush.
Minimum Standards for Licensed Child Care Centers. Virginia Department of Social Services.
Working with Young Children. Herr.

DUTY AREA

7. PROMOTING PRACTICES THAT DEVELOP AND MAINTAIN THE CHILD'S HEALTH

COURSE

Child Care Services
I & II

TASK/COMPETENCY

7.2 Identify symptoms of child abuse/neglect and procedures for reporting suspected cases of child abuse/neglect.

PERFORMANCE OBJECTIVE

P7.2 Given instructor-prepared case situations, identify symptoms of child abuse/neglect and procedures for reporting suspected cases of child abuse/neglect. Identification should be in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C7.2 Instructor-prepared test, 100% accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. List symptoms of child abuse/neglect.
2. Identify and discuss functions of the Child Protective Services system.
3. Have students role play situations to discuss proper procedures to follow in reporting suspected cases of child abuse/neglect.
4. Stressing the importance of nonjudgment, discuss indicators (emotional, physical, behavioral) of abuse or neglect and the procedures for reporting changes in behavior.
5. Have students prepare a flowchart of procedures to follow for reporting suspected cases of child abuse/neglect.
6. Invite a guest speaker to address the class about his or her personal ordeal with child abuse.
7. Have students work in groups to develop brochures such as "It Shouldn't Hurt to Be a Child."

(continued)

TASK 7.2 (continued)

RESOURCES

References:

Caring for Children. Draper and Draper.
Caring for the Developing Child. 2nd ed. Marhoefer and Vadnais.
Child Nutrition and Health. Hutchins.
Health, Safety, and Nutrition for the Young Child. Marotz, Cross, and Rush.
Working with Young Children. Herr.

DUTY AREA	COURSE
7. PROMOTING PRACTICES THAT DEVELOP AND MAINTAIN THE CHILD'S HEALTH	Child Care Services I & II

TASK/COMPETENCY

7.3 Identify dental care procedures.

PERFORMANCE OBJECTIVE

P7.3 Given a toothbrush, toothpaste, and a demonstration on proper brushing procedures, identify brushing procedures. Identification must be rated acceptable according to an instructor-prepared checklist.

CRITERION-REFERENCED MEASURE

C7.3 Instructor-prepared checklist, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Invite a dentist or oral hygienist to discuss and demonstrate dental care procedures.
2. Demonstrate the proper brushing technique.
3. List important factors (flossing, rinsing) to be considered for maintaining healthy teeth.
4. Relate the importance of nutrition to proper dental care.

RESOURCES

References: *Caring for Children.* Draper and Draper.
Caring for the Developing Child. 2nd ed. Marhoefer and Vadnais.
Child Nutrition and Health. Hutchins.
Health, Safety, and Nutrition for the Young Child. Marotz, Cross, and Rush.
Working with Young Children. Herr.

DUTY AREA

7. PROMOTING PRACTICES THAT DEVELOP AND MAINTAIN THE CHILD'S HEALTH

COURSE

Child Care Services
I & II

TASK/COMPETENCY

7.4 Identify techniques used for independent dressing skills.

PERFORMANCE OBJECTIVE

P7.4 Given dolls, clothing, and instructor demonstration, identify techniques used for independent dressing skills. Identification must be rated acceptable according to an instructor-prepared checklist.

CRITERION-REFERENCED MEASURE

C7.4 Instructor-prepared checklist, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Have students practice dressing toddler-sized dolls and infant dolls.
2. Identify clothing items needed for each season.
3. Make video of students teaching young children independent dressing skills.

RESOURCES

Audiovisuals: *Power Pak for Preschool Programs* (video). Incentive Publications, Inc.

References: *Caring for Children.* Draper and Draper.
Caring for the Developing Child. 2nd ed. Marhoefer and Vadnais.
Working with Young Children. Herr.

DUTY AREA

7. PROMOTING PRACTICES THAT DEVELOP AND MAINTAIN THE CHILD'S HEALTH

COURSE

Child Care Services
I & II

TASK/COMPETENCY

7.5 Describe bathroom monitoring procedures.

PERFORMANCE OBJECTIVE

P7.5 Given a sample daily class schedule, a simulated situation, and classroom discussion, describe bathroom monitoring procedures. Description should be a written plan that includes identification of center policy, provisions made to maintain child's self esteem, hygiene procedures, and methods of assistance. Description should be presented in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C7.5 Written plan of procedures, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Have class discuss the bathroom routine used with different age groups.

2. Develop a sample daily bathroom schedule.

3. Discuss the importance of a positive atttitude for toilet training a child.

4. List indicators of toileting readiness, such as children holding themselves, hiding in a corner, hanging around the bathroom area.

5. Arrange students into small groups and develop games used to encourage positive toileting habits. Examples include"ready, aim, fire" (a spot painted on bottom for boys) and "sink the boat" (colored cotton balls for boys and girls).

RESOURCES

References: *Working with Young Children.* Herr.

DUTY AREA

7. PROMOTING PRACTICES THAT DEVELOP AND MAINTAIN THE CHILD'S HEALTH

COURSE

Child Care Services
I & II

TASK/COMPETENCY

7.6 Prepare area for rest/nap time.

PERFORMANCE OBJECTIVE

P7.6 Given sheets, cots, and other supplies, prepare area for rest/nap time. Area set up must meet current state licensing requirements and demonstration must be rated acceptable according to instructor-prepared checklist.

CRITERION-REFERENCED MEASURE

C7.6 Instructor-prepared checklist, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Distribute worksheets that show pictures of a room incorrectly set up for nap time and have students identify the problems.
2. Review and describe current state licensing requirements on spacing and on labeling for rest/nap time. Have students measure between cots to determine accuracy of placement.
3. Have students discuss the preparation of bedding and crib.
4. Describe a "set-up" for rest/nap time for each age group of children. Include physical as well as emotional guidelines.
5. Have students set up an area for infants' rest/nap time.
6. Have students set up an area for toddlers' rest/nap time.
7. Perform an inspection of sanitation of rest/nap time equipment.

RESOURCES

References: *Minimum Standards for Licensed Child Care Centers.* Virginia
Department of Social Services.
Working with Young Children. Herr.

DUTY AREA		COURSE
7.	PROMOTING PRACTICES THAT DEVELOP AND MAINTAIN THE CHILD'S HEALTH	Child Care Services I & II

TASK/COMPETENCY

7.7 Take body temperature.

PERFORMANCE OBJECTIVE

P7.7 Given a rectal/oral thermometer and a simulated situation, take body temperature. Proper procedures and sanitary considerations must be followed, and demonstration must be rated acceptable according to instructor-prepared checklist.

CRITERION-REFERENCED MEASURE

C7.7 Instructor-prepared checklist, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. List three ways to take a child's temperature.
2. Identify the "normal" temperature range.
3. Have students read a thermometer (Fahrenheit).
4. Explain the procedures for taking a temperature (in rectum, in mouth, and under armpit).
5. Explain sanitary precautions to follow in taking a temperature.
6. Have students practice taking a temperature.

RESOURCES

References: *Child Care.* Rev. ed. Vol. I. Oklahoma State Board of Vocational and Technical Education.

DUTY AREA

7. PROMOTING PRACTICES THAT DEVELOP AND MAINTAIN THE CHILD'S HEALTH

COURSE

Child Care Services
I & II

TASK/COMPETENCY

7.8 Describe childhood allergies.

PERFORMANCE OBJECTIVE

P7.8 Given class notes, instructor-prepared handouts on types of allergies, sources, and symptoms of allergies, list common childhood allergies.

CRITERION-REFERENCED MEASURE

C7.8 Instructor-prepared quiz, average or above accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *allergy*, *inhalants*, *ingestants*, *contactants*, and *injectables*.
2. List common childhood allergies.
3. List symptoms of childhood allergies.
4. List sources of childhood allergies.
5. Compare and contrast allergy symptoms to symptoms of common childhood diseases.

RESOURCES

References: *Caring for Children.* Draper and Draper.
Working with Young Children. Herr.

DUTY AREA

7. PROMOTING PRACTICES THAT DEVELOP AND MAINTAIN THE CHILD'S HEALTH

COURSE

Child Care Services I

TASK/COMPETENCY

7.9 Describe diseases common to infants, toddlers, preschoolers, and school-age children.

PERFORMANCE OBJECTIVE

P7.9 Given notes, assigned reading, and instructor-prepared case situations and handouts, describe diseases common to infants, toddlers, preschoolers, and school-age children. Description must include communicability precautions and incubation periods and must be rated acceptable according to an instructor-prepared checklist.

CRITERION-REFERENCED MEASURE

C7.9 Instructor-prepared checklist, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *communicability* and *incubation period.*
2. List common childhood diseases.
3. List symptoms of diseases common to infants, toddlers, preschoolers, and school-age children.
4. Prepare a chart on the following childhood diseases: chicken pox, conjunctivitis, viral hepatitis type A, influenza, red measles, mononucleosis, mumps, lice, ringworm, German measles, whooping cough, scabies, strep throat, and scarlet fever. Include incubation periods, symptoms, communicability precautions, and restrictions.
5. Have students read and complete Handout 7.9 on page 249-250. Discuss answers in class.

RESOURCES

References: *Caring for Children.* Draper and Draper.
Working with Young Children. Herr.

HANDOUT 7.9

1. You are working in a child care facility. Today you are working in a classroom with 16 preschool-age children. One child, Heather, comes to preschool apparently healthy, but around 10:00 a. m., she complains that her ears and her throat hurt. She is listless, her face is flushed, and her neck and head feel hot. You cannot reach her parents. What do you do?

2. There are 25 preschool-age children in the facility in which you work. Recently, a rash of accidents has occurred; last week, four different children were involved in accidents. The staff meets to discuss possible reasons for the accidents. List the six reasons you identify for the group at this meeting.

3. You are supervising a group of 12 preschool-age children. Suddenly Tony tries to jump onto a table. He loses his balance, falls, strikes his head, and is completely still. The other children are very frightened. What do you do?

(continued)

4. The following cases are all set at a child care facility in which you are a worker. You are working with preschool-age and school-age children.

   a. Colin tells you that he does not feel well. He has a runny nose and is sneezing. You notice he is not as active as usual. You call Colin's mother, and she states that Colin did not have a fever when she got him up this morning. What do you suspect is Colin's problem?

   b. Stephanie's mother calls to say her daughter will not be coming in today. She states that Stephanie has a fever, she is sneezing, and her eyes look reddish-pink. She has a dry-sounding cough and a runny nose. Her mother also comments that Stephanie has developed a rash on her face that is a red, blotchy color. What do you think these symptoms may mean?

   c. You notice Sally scratching her head quite often, especially around her neck. You examine her neck and find small sacs attached to Sally's hair shaft. Lifting her hair, you see a number of sacs near the scalp. What do you do?

   d. Whitney's eyes appear red, swollen, and runny. You call her mother and recommend that Whitney see a doctor as soon as possible. Why?

   e. Your preschoolers are playing outside, and you notice Andrew swallowing a leaf. You suspect he has pulled a leaf from a plant that may be poisonous. What do you do?

Submitted by Sheryl Lam, Child Care Instructor, Hanover County Public Schools

DUTY AREA

7. PROMOTING PRACTICES THAT DEVELOP AND MAINTAIN THE CHILD'S HEALTH

COURSE

HLT 135

TASK/COMPETENCY

7.10 Develop a plan for promoting health care habits for young children.

PERFORMANCE OBJECTIVE

P7.10 Given resources, sample plans, and guidelines, develop a plan for promoting health care habits of young children. The plan should address promoting safety awareness, personal hygiene, dental health, and mental health, and it should be in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C7.10 Written plan, rating of 100% accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Describe a "healthy" child.
2. Have students develop a plan to implement a daily health check.
3. Justify the importance of good dental health and general hygiene practices for young children.
4. Describe ways to promote good dental health in young children.
5. Describe ways to encourage good hygiene in young children.
6. Explain the close relationship between positive mental health and good physical health.
7. Have students observe a day care setting and propose a plan for promoting good health care habits.

RESOURCES

References: *Caring for the Developing Child.* 2nd ed. Marhoefer and Vadnais.
Health, Safety, and Nutrition for the Young Child. Marotz, Cross, and Rush.

DUTY AREA

COURSE

7. PROMOTING PRACTICES THAT DEVELOP AND MAINTAIN THE CHILD'S HEALTH

CHD 270

TASK/COMPETENCY

7.11 Prepare child abuse/neglect report.

PERFORMANCE OBJECTIVE

P7.11 Given a list of observed behaviors, definitions, and a simulated situation, prepare a child abuse/neglect report. The report should include information pertinent to child, including address, age, parents/caretakers, nature of suspected abuse/neglect and evidence, identity of offending person (if known), other pertinent information, name, address, telephone of reporting adult. Report must be rated acceptable according to an instructor-prepared checklist.

CRITERION-REFERENCED MEASURE

C7.11 Instructor-prepared checklist, rated at 100% accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *child abuse* and *neglect*.
2. Identify behaviors for recognizing three types of child abuse and two types of neglect.
3. Give a list of professionals who are required to report suspected cases of abuse and neglect.
4. Describe ways to report child abuse/neglect.
5. Explain what items should be included on a child abuse/neglect report.

RESOURCES

References: *Health, Safety, and Nutrition for the Young Child.* Marotz, Cross, and Rush.

DUTY AREA

7. PROMOTING PRACTICES THAT DEVELOP AND MAINTAIN THE CHILD'S HEALTH

COURSE

HLT 135

TASK/COMPETENCY

7.12 Develop a toilet training plan.

PERFORMANCE OBJECTIVE

P7.12 Given an instructor-prepared case study, develop a toilet training plan. The plan must meet the needs of the child and his or her family, and it must be acceptable for the day care setting, as set forth in instructor's guidelines.

CRITERION-REFERENCED MEASURE

C7.12 Written plan, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. List the physical development skills that indicate a child is ready for toilet training.
2. Describe the atmosphere necessary for toilet training at home and in a day care setting.
3. List the equipment/clothing preferred for toilet training.
4. Have students observe the toilet training of a toddler and complete an observation form.
5. Explain the importance of working with the parents in developing a plan.

RESOURCES

References: *Child Care.* Rev. ed. Vol. I. Oklahoma State Board of Vocational and Technical Education.
Children: The Early Years. Decker.

DUTY AREA

COURSE

7. PROMOTING PRACTICES THAT DEVELOP AND MAINTAIN THE CHILD'S HEALTH — CHD 205

TASK/COMPETENCY

7.13 Identify methods for promoting a positive environment for rest time.

PERFORMANCE OBJECTIVE

P7.13 Given resources and classroom instruction, identify methods for promoting a positive environment for rest time in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C7.13 Instructor-prepared quiz, average or above accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. List quiet activities appropriate immediately before nap time.
2. Explain procedures used in getting children ready for nap time.
3. Identify minimum state requirements for staff-to-child ratio during rest period.
4. Identify minimum state requirements in setting up areas for rest, including criteria for furnishings, space per child, and linens.
5. Identify minimum state requirements that pertain to rest periods.

RESOURCES

References: *Child Care.* Rev. ed. Vol. I. Oklahoma State Board of Vocational and Technical Education.
Guiding Young Children: A Child-Centered Approach. Reynolds.
Minimum Standards for Licensed Child Care Centers. Virginia Department of Social Services.

DUTY AREA

COURSE

7. PROMOTING PRACTICES THAT DEVELOP AND MAINTAIN THE CHILD'S HEALTH

HLT 135

TASK/COMPETENCY

7.14 Develop a plan to be used in caring for an ill child.

PERFORMANCE OBJECTIVE

P7.14 Given state child care standards and instructor's guidelines, develop a plan to use in caring for an ill child. Plan must address agency policy and licensing requirements, and otherwise be in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C7.14 Written plan, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. List factors to consider in caring for an ill child.
2. Identify minimum state standards to follow in caring for an ill child.
3. Outline components of a plan to use in caring for an ill child.
4. Have students evaluate case studies involving the care of an ill child.

RESOURCES

References: *Caring for Children.* Draper and Draper.
Children: The Early Years. Decker.
Health, Safety, and Nutrition for Young Children. Marotz, Cross, and Rush.
Minimum Standards for Licensed Child Care Centers. Virginia Department of Social Services.

DUTY AREA

7. PROMOTING PRACTICES THAT DEVELOP AND MAINTAIN THE CHILD'S HEALTH

COURSE

HLT 135

TASK/COMPETENCY

7.15 Develop procedures for administering prescribed medication.

PERFORMANCE OBJECTIVE

P7.15 Given resources and classroom instruction, develop procedures for administering prescribed medication. Procedures for administering prescribed medication must meet minimum state standards and instructor's guidelines.

CRITERION-REFERENCED MEASURE

C7.15 Instructor-prepared test, 100% accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *medication*.
2. Give examples of prescription and nonprescription medications.
3. List state minimum requirements to follow in administering medications.
4. From the caregiver's viewpoint, state reasons for having written consent from parents and doctor's instructions prior to administering medications.

RESOURCES

References: *Health, Safety, and Nutrition for the Young Child.* Marotz, Cross, and Rush.
Minimum Standards for Licensed Child Care Centers. Virginia Department of Social Services.

Duty Area Eight

DEMONSTRATING DAILY SAFETY HABITS

These tasks are designed for a classroom setting. However, instructors may modify the tasks to reflect work performed in a child care setting.

Secondary School Tasks/Competencies

8.1 Identify safety procedures for facility, equipment, and supplies.

8.2 Identify staff-to-children ratio requirements for the position of aide or assistant.

8.3 Demonstrate methods for teaching safety habits to young children.

8.4 Supervise students in a practice disaster drill.

8.5 Identify procedures to follow in case of a major accident.

8.6 Complete incident/accident report.

Postsecondary School Tasks/Competencies

8.7 Identify state regulations for the position of child care supervisor (teacher).

8.8 Develop implementation plans for fire and other emergency evacuation procedures.

8.9 Prepare a plan of procedures to follow in case of a major accident.

8.10 Evaluate safety procedures for facility, equipment, and supplies.

8.11 Plan methods for teaching safety habits to young children.

DUTY AREA	COURSE
8. DEMONSTRATING DAILY SAFETY HABITS	Child Care Services I & II

TASK/COMPETENCY

8.1 Identify safety procedures for facility, equipment, and supplies.

PERFORMANCE OBJECTIVE

P8.1 Given classroom instruction and guidelines for safety practices in a child care setting, identify safety procedures for facility, equipment, and supplies. Identification must be rated acceptable according to an instructor-prepared checklist.

CRITERION-REFERENCED MEASURE

C8.1 Instructor-prepared safety checklist, 100% accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Demonstrate how to perform safety checks for toys, furniture, outdoor play equipment, and indoor play areas.
2. Explain how to store food and cleaning supplies, as well as play and rest time supplies.
3. Identify safety procedures as stated in *Minimum Standards for Licensed Child Care Centers* for infants, toddlers, preschoolers, and school-age children.
4. Have students analyze pictures of various child care environments for each age grouping of children in a center.
5. List objectives for maintaining a safe environment and explain their importance.
6. Give reasons that children are likely to be victims of accidents.
7. Describe safety precautions in the classroom, in play areas, and on field trips.

(continued)

TASK 8.1 (continued)

ENABLING OBJECTIVES/LEARNING ACTIVITIES

8. Identify types of liabilities for which child care providers can be held responsible.

9. Have students develop an inspection checklist.

RESOURCES

Audiovisuals:
Baby Alive (video). Action Films and Video, Ltd.
Baby Safe Home (video). Eagle/Horowitz Productions, Ltd.

References:
Caring for Children. Draper and Draper.
Caring for the Developing Child. 2nd ed. Marhoefer and Vadnais.
Children: The Early Years. Decker.
Minimum Standards for Licensed Child Care Centers. Virginia Department of Social Services.
Working with Young Children. Herr.

DUTY AREA

8. DEMONSTRATING DAILY SAFETY HABITS

COURSE

Child Care Services
I & II

TASK/COMPETENCY

8.2 Identify staff-to-children ratio requirements for the position of aide or assistant.

PERFORMANCE OBJECTIVE

P8.2 Given an instructor-prepared worksheet citing case situations, identify staff-to-children ratio requirements. The ratio must adhere to state standards for licensed child care centers and family day care homes. Identification of correct ratio requirements should be made on instructor-prepared worksheet.

CRITERION-REFERENCED MEASURE

C8.2 Instructor-prepared worksheet, rating of 100% accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. List staff-to-children ratio requirements according to state regulations for licensed child care centers.
2. Discuss interpretations of state standards and the possible consequences of violations. Have students complete worksheet citing case situations involving staff-to-children ratio; have them discuss any violations of state regulations in each case and suggest how they could have been avoided.
3. Explain the importance of the proper teacher-child ratio in child care centers.

RESOURCES

References: *Child Care.* Rev. ed. Vol. I. Oklahoma State Board of Vocational and Technical Education.
Health, Safety and Nutrition for the Young Child. Marotz, Cross, and Rush.
Minimum Standards for Licensed Child Care Centers. Virginia Department of Social Services.
Working with Young Children. Herr.

DUTY AREA

8. DEMONSTRATING DAILY SAFETY HABITS

COURSE

Child Care Services
I & II

TASK/COMPETENCY

8.3 Demonstrate methods for teaching safety habits to young children.

PERFORMANCE OBJECTIVE

P8.3 Given guidelines, supplies, and equipment, develop a lesson plan to demonstrate methods for teaching safety habits to young children. Plan should include an activity such as music, fingerplay, literature, or dramatic play that addresses a specific safety concern and should otherwise follow instructor's guidelines. Plan must be rated acceptable according to an instructor-prepared checklist.

CRITERION-REFERENCED MEASURE

C8.3 Instructor-prepared checklist, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Discuss safety habits that should be taught to young children.
2. List guidelines for enforcing safety habits with young children.
3. Have students design a bulletin board that displays safety habits.
4. Have students role play situations in which a child care worker might explain safety precautions.
5. Have students observe a child care setting and complete an instructor-prepared worksheet on safety habits and their enforcement.
6. Discuss the relationship between safety awareness and accident prevention.
7. Distribute Handout 8.3 (page 271) and discuss with class.

RESOURCES

Audiovisuals: *Power Pak for Preschool Programs* (video). Incentive Publications, Inc.

References: *Caring for the Developing Child.* 2nd ed. Marhoefer and Vadnais.
Health, Safety, and Nutrition for the Young Child. Marotz, Cross, and Rush.
Working with Young Children. Herr.

HANDOUT 8.3

PREVENTING ACCIDENTS

Conditions under which accidents are more likely to occur:

1. Staff and parents do not understand what to expect at certain stages of development.
2. Child care giver is unfamiliar with the routines and activities of children.
3. Child is hungry, tired, angry, confused.
4. Few safe areas are available for play.
5. Hazards are present.
6. Adults are not closely supervising children's activities and movements.
7. Child's environment has drastically changed.
8. Lack of knowledge of rules and safety precautions on the part of the staff makes them unprepared to cope with possible problems.
9. Space and equipment are not safely planned.
10. Routines are not consistent.
11. Staff are unhappy with their work or there are conflicts among them.
12. Staff members are sick.
13. Unsatisfactory transportation exists to/from center for field trips.
14. Parent is ill, pregnant, troubled with marriage or family problems.
15. Relationship between parents is VERY tense.
16. Grandparents/relatives living in child's home require a lot of attention due to illness or disability.
17. Family member is ill and requires major attention of parent.
18. Family is economically/socially unstable.

Ways to prevent accidents:

1. Be alert and safety conscious. Learn to think ahead.
2. Be conscious of little things that might cause trouble.
3. Plan outside sunny areas as well as shady areas; maintain adequate drainage. Provide ample space for activity areas and check daily for glass, nails, sharp sticks, and other dangers. Allow water play only in shallow pools and only under close supervision.
4. Maintain safe equipment. Acquire sturdy, well made equipment, and keep it in good repair.
5. Check toys daily -- and carefully. Remove any toy that becomes unsafe.
6. Keep matches out of the reach of children.
7. Label all drugs/household products. Follow directions for use. Store out of children's reach.
8. Teach children the safe ways to handle and play with pets.
9. Caution children about streets and vehicles. Help them learn the safety rules.
10. Never leave any child unsupervised.

Submitted by Sheryl Lam, Child Care Instructor, Hanover County Public Schools

DUTY AREA

8. DEMONSTRATING DAILY SAFETY HABITS

COURSE

Child Care Services
I & II

TASK/COMPETENCY

8.4 Supervise students in a practice disaster drill.

PERFORMANCE OBJECTIVE

P8.4 Given a plan for evacuation, supervise children in a practice disaster (fire) drill. Children must be evacuated safely; the correct exit must be used, and children must be assembled in the designated area and accounted for in accordance with school or agency policy. Practice drill must be rated acceptable according to an instructor-prepared checklist.

CRITERION-REFERENCED MEASURE

C8.4 Instructor-prepared checklist, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Explain general procedures for a fire evacuation plan.
2. Discuss the fire safety practices that must be followed when working with children.
3. Have students visit a child care center to see the evacuation plans for different areas of the building.
4. Practice a fire drill periodically within the laboratory nursery school.
5. Evaluate various evacuation plans for child care centers.
6. Invite local fire department to demonstrate fire safety techniques to children.
7. Identify other situations that would necessitate an evacuation or other emergency procedures.

RESOURCES

References: *Caring for the Developing Child.* 2nd ed. Marhoefer and Vadnais.
Minimum Standards for Licensed Child Care Centers. Virginia Department of Social Services.

DUTY AREA	COURSE
8. DEMONSTRATING DAILY SAFETY HABITS	Child Care Services I & II

TASK/COMPETENCY

8.5 Identify procedures to follow in case of a major accident.

PERFORMANCE OBJECTIVE

P8.5 Given demonstrations, resources, and directions for responding to major accidents, identify procedures to follow in case of a major accident. All classroom or agency procedures must be followed, as set forth in instructor's guidelines.

CRITERION-REFERENCED MEASURE

C8.5 Instructor-prepared test, 100% accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Discuss symptoms and treatment for common emergencies.
2. List examples of first-aid procedures in the correct sequence.
3. Explain how a child caregiver should react to an injured child.
4. Distribute Handout 8.5 (page 277). Have students develop a flowchart of procedures.
5. Have students role play an emergency situation involving a major accident.
6. List procedures to follow in a simulated child care center in case of a major accident.
7. Have students compile area resources and phone numbers into chart form to be posted in a child care center and used in case of emergency.

RESOURCES

Audiovisuals:	*Baby Alive* (video). Action Films and Video, Ltd.
References:	*Caring for Children*. Draper and Draper. *Caring for the Developing Child*. 2nd ed. Marhoefer and Vadnais. *Children: The Early Years*. Decker. *Health, Safety, and Nutrition for the Young Child*. Marotz, Rush, and Cross. *Minimum Standards for Licensed Child Care Centers*. Virginia Department of Social Services. *Working with Young Children*. Herr.

HANDOUT 8.5

WHAT TO DO IN AN EMERGENCY

1. Remain calm -- DO NOT PANIC.
2. Observe situation quickly, but carefully.
3. If you observe that a child or other person must have immediate attention, give only the necessary help prescribed by first aid procedures.
4. Have another competent adult call for help unless there is no one else (then do so after you have given first aid).
5. Stay close to victim until help arrives. Calm other children if necessary.
6. Have another worker place the call to the parents/guardians or other contact person; or place the call yourself after help arrives.
7. File an accident report, if required by your center.

Submitted by Sheryl Lam, Child Care Instructor, Hanover County Public Schools

DUTY AREA

8. DEMONSTRATING DAILY SAFETY HABITS

COURSE

Child Care Services
I & II

TASK/COMPETENCY

8.6 Complete incident/accident report.

PERFORMANCE OBJECTIVE

P8.6 Given sample report forms and several examples of common accidents in child care settings, complete an incident/accident report. Report form must be completed thoroughly, legibly, and accurately, in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C8.6 Incident/accident report form, completed with 100% accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Have students examine several case studies of incidents and accidents in a child care center.
2. Have students prepare sample incident/accident reports.
3. Explain the procedures for completing a report form.
4. Have students design an accident report form.

RESOURCES

References: *Minimum Standards for Licensed Child Care Centers.* Virginia Department of Social Services.
Working with Young Children. Herr.

DUTY AREA	COURSE
8. DEMONSTRATING DAILY SAFETY HABITS	HLT 100 CHD 270

TASK/COMPETENCY

8.7 Identify state regulations for the position of child care supervisor (teacher).

PERFORMANCE OBJECTIVE

P8.7 Given the state regulation guidelines (*Minimum Standards*), identify state regulations for the position of child care supervisor (teacher). Identification should be in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C8.7 Instructor-prepared test, 100% accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. List state regulations as they pertain to the child care supervisor (teacher).
2. Outline orally state regulations and discuss the responsibilities child care supervisors have in implementation of safety habits, including staff-to-children ratios.
3. Invite a child care supervisor (teacher) to discuss safety regulations.
4. Give examples of state regulations to be implemented by the child care supervisor (teacher).

RESOURCES

References:

Health, Safety, and Nutrition for the Young Child. Marotz, Cross, and Rush.
Minimum Standards for Licensed Child Care Centers. Virginia Department of Social Services.
Working with Young Children. Herr.

DUTY AREA	COURSE
8. DEMONSTRATING DAILY SAFETY HABITS	HLT 100 CHD 270

TASK/COMPETENCY

8.8 Develop implementation plans for fire and other emergency evacuation procedures.

PERFORMANCE OBJECTIVE

P8.8 Given several child care center floor plans and instructor-prepared worksheets, develop implementation plans for fire and other emergency evacuation procedures. Plans should be developed on instructor-prepared worksheets.

CRITERION-REFERENCED MEASURE

C8.8 Instructor-prepared worksheets, rated at 100% accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Locate the state regulations for evacuation and emergency procedures.
2. Discuss an evacuation plan for various examples of rooms and buildings.
3. Have students sketch a floor plan and devise a plan for an emergency evacuation.
4. Discuss posting the evacuation plans in different areas of the building.
5. Interpret state regulations regarding fire and emergency evacuation procedures.

RESOURCES

References: *Caring for Children*. Draper and Draper.
Caring for the Developing Child. 2nd ed. Marhoefer and Vadnais.
Minimum Standards for Licensed Child Care Centers. Virginia Department of Social Services.

DUTY AREA		COURSE
8.	DEMONSTRATING DAILY SAFETY HABITS	HLT 100 CHD 270

TASK/COMPETENCY

8.9 Prepare a plan of procedures to follow in case of a major accident.

PERFORMANCE OBJECTIVE

P8.9 Given several instructor-prepared case studies involving major accidents, prepare a plan of procedures to follow in case of a major accident. First-aid procedures must be included. Plan should be prepared on an instructor-prepared worksheet.

CRITERION-REFERENCED MEASURE

C8.9 Instructor-prepared worksheet, rated at 100% accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. List general procedures to follow in a child care center in case of a major accident.

2. Discuss treatment of injuries such as broken bones, severe bleeding, disorientation, dizziness, and poisoning.

3. Discuss first-aid course training and requirements.

4. Demonstrate first-aid procedures to follow in case of major accidents.

RESOURCES

References: *Caring for Children.* Draper and Draper.
Caring for the Developing Child. 2nd ed. Marhoefer and Vadnais.
Minimum Standards for Licensed Child Care Centers. Virginia Department of Social Services.

DUTY AREA		COURSE
8.	DEMONSTRATING DAILY SAFETY HABITS	CHD 120 CHD 270

TASK/COMPETENCY

8.10 Evaluate safety procedures for facility, equipment, and supplies.

PERFORMANCE OBJECTIVE

P8.10 Given licensure guidelines, sample safety procedures and guidelines, and sample formats, evaluate safety procedures for facility, equipment, and supplies. Evaluation should be conducted according to instructor's guidelines, and all criteria in licensing requirements must be met.

CRITERION-REFERENCED MEASURE

C8.10 Written evaluation, rated at 100% accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Identify components of a safe environment for each of the following age groups: infants, toddlers, preschoolers, and school-age children.
2. Have students develop a safety inspection checklist.
3. Cite examples of safety precautions that must be taken in a child care center classroom, in an outside play area, and on field trips.
4. Describe guidelines to follow in selecting and maintaining various types of equipment used in child care facilities.
5. Have students develop an evacuation plan for a case situation child care center.
6. Identify types of liabilities for which child care providers may be held responsible.
7. State procedures to follow in regard to matches, poisons, animals, plants, and other potential dangers.
8. Develop and discuss the formulating policies that support a safe, healthy environment for infants.
9. Determine and discuss licensure regulations.

(continued)

TASK 8.10 (continued)

RESOURCES

Audiovisuals: *Baby Alive* (video). Action Films and Video, Ltd.

References:
Caring for Children. Draper and Draper.
Caring for the Developing Child. 2nd ed. Marhoefer and Vadnais.
Children: The Early Years. Decker.
Infants and Toddlers: Curriculum and Teaching. 2nd ed. Wilson.
Minimum Standards for Licensed Child Care Centers. Virginia Department of Social Services.
Working with Young Children. Herr.

DUTY AREA	COURSE
8. DEMONSTRATING DAILY SAFETY HABITS	HLT 100 HLT 135

TASK/COMPETENCY

8.11 Plan methods for teaching safety habits to young children.

PERFORMANCE OBJECTIVE

P8.11 Given resources on traffic safety, fire safety, and poison safety, plan methods for teaching safety habits to young children. Plan should be prepared in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C8.11 Written plan, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Outline the information related to traffic safety, fire safety, and poison safety that is developmentally appropriate for each group.

2. Discuss a variety of ways to present this information to each age group. Methods could include children's books, songs, fire drill practice, or similar activities.

3. Have students role play situations in which safety can be taught.

4. Have students observe a safety lesson in a child care center and report on techniques used.

RESOURCES

References:

Caring for Children. Draper and Draper.
Caring for the Developing Child. 2nd ed. Marhoefer and Vadnais.
Health, Safety, and Nutrition for the Young Child. Marotz, Cross, and Rush.
Minimum Standards for Licensed Child Care Centers. Virginia Department of Social Services.
Working with Young Children. Herr.

Duty Area Nine

IMPLEMENTING DEVELOPMENTALLY APPROPRIATE PROGRAMS FOR INFANTS, TODDLERS, PRESCHOOLERS, AND SCHOOL-AGE CHILDREN

These tasks are designed for a classroom setting. However, instructors may modify the tasks to reflect work performed in a child care setting.

Secondary School Tasks/Competencies

9.1 Implement music activities.

9.2 Implement art activities.

9.3 Implement dramatic play activities.

9.4 Implement activities that employ math skills.

9.5 Implement activities that stimulate and enhance gross motor development.

9.6 Implement activities that stimulate and enhance fine motor development.

9.7 Implement language arts activities.

9.8 Implement science activities.

9.9 Implement social studies activities.

9.10 Implement activities involving food and cooking.

9.11 Prepare bulletin board display.

9.12 Operate audiovisual equipment.

9.13 Develop a plan for field trips.

DUTY AREA

9. IMPLEMENTING DEVELOPMENTALLY APPROPRIATE PROGRAMS FOR INFANTS, TODDLERS, PRESCHOOLERS, AND SCHOOL-AGE CHILDREN

COURSE

Child Care Services
I & II

TASK/COMPETENCY

9.1 Implement music activities.

PERFORMANCE OBJECTIVE

P9.1 Given instruction in listening, singing, creative movement, and the use of instruments, implement music activities in a child care or role-play setting. Activity should reflect planning, organization, and research. Implementation must be rated acceptable according to an instructor-prepared checklist.

CRITERION-REFERENCED MEASURE

C9.1 Instructor-prepared checklist, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Discuss the value of music.
2. Develop a file of songs that could be taught to children.
3. Have students observe a music session. Have them evaluate the teacher's presentation and his/her degree of success in holding the interest of children in a positive atmosphere.
4. Plan and present a music session to include a variety of listening experiences, such as rhythm instruments, songs and voices, and records.
5. Describe and demonstrate rhythm instruments.
6. List a variety of listening experiences.
7. Develop a list of creative movement activities in which children can become involved.
8. Have students plan and conduct a creative movement session.
9. Have students plan a musical game for a specific age group.

RESOURCES

References: *Child Care.* Rev. ed. Vol. I. Oklahoma State Board of Vocational and Technical Education.
Experiences in Music for Young Children. Pugmire.

DUTY AREA

9. IMPLEMENTING DEVELOPMENTALLY APPROPRIATE PROGRAMS FOR INFANTS, TODDLERS, PRESCHOOLERS, AND SCHOOL-AGE CHILDREN

COURSE

Child Care Services I & II

TASK/COMPETENCY

9.2 Implement art activities.

PERFORMANCE OBJECTIVE

P9.2 Given crayons, chalk, various types of paper, scissors, and other supplies, implement an art activity. Activity must be appropriate for age group, meet instructor's guidelines, and be planned to include appropriate amount of materials and supplies. Implementation must be rated acceptable according to an instructor-prepared checklist.

CRITERION-REFERENCED MEASURE

C9.2 Instructor-prepared checklist, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Discuss the value of art.
2. Develop a file of art activities appropriate for the following age groups: toddlers, preschoolers, and school-age children.
3. Demonstrate the use of mediums such as paint, crayons, markers, scissors, glue, pencils, or chalk.
4. Have students role play presenting an art activity in class for each of the following age groups: toddlers, prechoolers, and school-age children.
5. Have students plan and present an art activity for a group of children.
6. Invite an art teacher to class to discuss the importance of every child's art being done by the child.

RESOURCES

References: *Art and Creative Development for Young Children.* 2nd ed. Schirrmacher.
The Child and Art: An Elementary Art Curriculum Guide for Virginia. Virginia Department of Education.
Teaching the Child Under Six. Hymes.

DUTY AREA

9. IMPLEMENTING DEVELOPMENTALLY APPROPRIATE PROGRAMS FOR INFANTS, TODDLERS, PRESCHOOLERS, AND SCHOOL-AGE CHILDREN

COURSE

Child Care Services I & II

TASK/COMPETENCY

9.3 Implement dramatic play activities.

PERFORMANCE OBJECTIVE

P9.3 Given resources, equipment, props, and supplies, implement dramatic play activities. Activity must be appropriate for age group and show evidence of research, organization, and planning, in accordance with instructor's guidelines. Implementation must be rated acceptable according to an instructor-prepared checklist.

CRITERION-REFERENCED MEASURE

C9.3 Instructor-prepared checklist, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define and give examples of *dramatic play.*
2. Discuss the value of dramatic play.
3. Discuss how feelings might be acted out.
4. List materials that may encourage dramatic play.
5. Have students gather materials and create a "prop" box (e.g., grocery store prop box).
6. Have students set up a dramatic play center.
7. Have students observe the housekeeping area of a child care room. Have them note activities that children are dramatizing.
8. List benefits of dramatic play in the social, emotional, and intellectual development of children.

RESOURCES

References: *Child Care.* Rev. ed. Vol. I. Oklahoma State Board of Vocational and Technical Education.
Working with Young Children. Herr.

DUTY AREA

9. IMPLEMENTING DEVELOPMENTALLY APPROPRIATE PROGRAMS FOR INFANTS, TODDLERS, PRESCHOOLERS, AND SCHOOL-AGE CHILDREN

COURSE

Child Care Services I & II

TASK/COMPETENCY

9.4 Implement activities that employ math skills.

PERFORMANCE OBJECTIVE

P9.4 Given supplies, resources, and classroom instruction, implement activities that employ math skills. Activity must meet criteria specified in instructor's guidelines. Implementation must be rated acceptable according to an instructor-prepared checklist.

CRITERION-REFERENCED MEASURE

C9.4 Instructor-prepared checklist, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Discuss the terms preschoolers use that relate to various mathematical concepts: size, weight, length, width, distance.
2. Have students survey the nursery school laboratory and make a list of all materials that could be used in developing math concepts.
3. Evaluate songs, games, planned stories, crafts, and other activities, and tell how mathematical concepts are incorporated into each activity.
4. Have students prepare a learning center with activities that encourage and develop mathematical skills. (Focus design on spatial relationships.)
5. Have students plan a bulletin board that incorporates mathematical concepts.

RESOURCES

References: *Child Care.* Rev. ed. Vol. I. Oklahoma State Board of Vocational and Technical Education.
Child's Construction of Knowledge: Piaget for Teaching. Forman and Kuschner.
Working with Young Children. Herr.

DUTY AREA

9. IMPLEMENTING DEVELOPMENTALLY APPROPRIATE PROGRAMS FOR INFANTS, TODDLERS, PRESCHOOLERS, AND SCHOOL-AGE CHILDREN

COURSE

Child Care Services
I & II

TASK/COMPETENCY

9.5 Implement activities that stimulate and enhance gross motor development.

PERFORMANCE OBJECTIVE

P9.5 Given supplies, resources, and instruction in the development and usage of large muscles, implement activities that stimulate and enhance gross motor development. Activity must be appropriate for the age group specified and be presented in accordance with instructor's guidelines. Implementation must be rated acceptable according to an instructor-prepared checklist.

CRITERION-REFERENCED MEASURE

C9.5 Instructor-prepared checklist, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Differentiate between *fine motor* and *gross motor development.*
2. Discuss the value of encouraging gross motor development.
3. List pieces of equipment that enhance gross motor development.
4. Describe activities that involve large muscles.
5. Have students observe children and identify activities involving large muscle movement.
6. Have students design a playground in a child care center. (Emphasize design/proportion of children to square foot area.)
7. Have students make a chart of gross motor development activities.

RESOURCES

References: *Caring for the Developing Child.* 2nd ed. Marhoefer and Vadnais.
Child Care. Rev. ed. Vol. I. Oklahoma State Board of Vocational and Technical Education.
Children: The Early Years. Decker.

DUTY AREA

9. IMPLEMENTING DEVELOPMENTALLY APPROPRIATE PROGRAMS FOR INFANTS, TODDLERS, PRESCHOOLERS, AND SCHOOL-AGE CHILDREN

COURSE

Child Care Services
I & II

TASK/COMPETENCY

9.6 Implement activities that stimulate and enhance fine motor development.

PERFORMANCE OBJECTIVE

P9.6 Given toys, props, resources, and instruction in the development of manipulative skills, implement activities that stimulate and enhance fine motor development. Activity must be presented in accordance with instructor's guidelines. Implementation must be rated acceptable according to an instructor-prepared checklist.

CRITERION-REFERENCED MEASURE

C9.6 Instructor-prepared checklist, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Review distinction between *fine motor* and *gross motor development.*
2. Discuss the value of encouraging fine motor development.
3. Have students make a chart of fine motor development activities.
4. List characteristics children have that could enhance fine motor coordination.
5. Define *manipulative toys.*
6. Identify manipulative toys in a nursery school and explain how each toy contributes to the development of fine motor skills.
7. Have students observe a child performing an activity that involves fine motor coordination. Have them list the skills being used.

RESOURCES

References: *Caring for the Developing Child.* 2nd ed. Marhoefer and Vadnais.
Child Care. Rev. ed. Vol. I. Oklahoma State Board of Vocational and Technical Education.
Children: The Early Years. Decker.

DUTY AREA	COURSE
9. IMPLEMENTING DEVELOPMENTALLY APPROPRIATE PROGRAMS FOR INFANTS, TODDLERS, PRESCHOOLERS, AND SCHOOL-AGE CHILDREN	Child Care Services I & II

TASK/COMPETENCY

9.7 Implement language arts activities.

PERFORMANCE OBJECTIVE

P9.7 Given props, paper, supplies, and instruction in receptive, expressive, and symbolic language, implement language arts activities. Activity must be presented in accordance with instructor's guidelines. Implementation must be rated acceptable according to an instructor-prepared checklist.

CRITERION-REFERENCED MEASURE

C9.7 Instructor-prepared checklist, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *receptive*, *expressive*, and *symbolic languages*.
2. Have students learn the words and motions to several fingerplays that could be used for different purposes: musical activity, physical activity, and attention-getting.
3. Have students observe a teacher presenting a fingerplay and write a summary of what occurred.
4. Have students develop a fingerplay and teach it to a group of children.
5. Have students observe and record children's language development at ages three, four, and five.
6. Discuss the importance of communication.
7. Design role play situations to express such feelings as anger, happiness, and frustration. Discuss words that express feelings.
8. Develop a list of negative statements and have students change each to a positive statement.

(continued)

TASK 9.7 (continued)

ENABLING OBJECTIVES/LEARNING ACTIVITIES

9. Have students identify listening skills used in evaluating an oral presentation.
10. Have students read a story to a group of peers without constantly looking at the words.
11. Compile a list of games/activities used to teach language arts concepts. Maintain a file box of activities.
12. Have students implement creative writing activities, such as telling the beginning of a story and having the children develop their own ending.
13. Develop a list of storybook titles, authors, and story summaries. Maintain a file of books that the children especially like.
14. Have students evaluate several storybooks for age appropriateness, using an instructor-prepared worksheet.
15. Have students select books to display that reinforce a selected theme.
16. Have students write stories based on pictures, photographs, or drawings, and explain how to use this technique with children.
17. Have students present stories to children using creative techniques such as puppets, pictures, role play, and visualization.

RESOURCES

References: *Caring for the Developing Child.* 2nd ed. Marhoefer and Vadnais.
Child Care. Rev. ed. Vol. I. Oklahoma State Board of Vocational and Technical Education.
Children: The Early Years. Decker.
Working with Young Children. Herr.

DUTY AREA

9. IMPLEMENTING DEVELOPMENTALLY APPROPRIATE PROGRAMS FOR INFANTS, TODDLERS, PRESCHOOLERS, AND SCHOOL-AGE CHILDREN

COURSE

Child Care Services I & II

TASK/COMPETENCY

9.8 Implement science activities.

PERFORMANCE OBJECTIVE

P9.8 Given resources, supplies, and instruction in formal, informal, and incidental science, implement science activities by presenting a demonstration to a group of children. Demonstration must be rated acceptable according to an instructor-prepared checklist.

CRITERION-REFERENCED MEASURE

C9.8 Instructor-prepared checklist, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *science*.
2. Differentiate among *formal*, *informal*, and *incidental science*.
3. Have students observe the demonstration of a science activity (e.g. Float and Sink). Have them record children's comments and discuss the differences in development.
4. Compile a list of age appropriate science activities to be included in a teacher activity file.
5. Have students plan and design a science center to attract and encourage hands-on participation. The center must be appropriate for the age level indicated in the directions.
6. Discuss the importance of the role of plants and animals in a child care center.
7. Brainstorm ways to create activities that encourage environmental awareness in children.
8. Have students implement activities that illustrate the concept of weather.
9. Have students work in small groups to identify ways to incorporate natural science activities.

(continued)

TASK 9.8 (continued)

RESOURCES

References: *Bubbles, Rainbows, and Worms.* Brown.
Child Care. Rev. ed. Vol. I. Oklahoma State Board of Vocational and Technical Education.
Crazy Creatures. Better Homes and Gardens.
Working with Young Children. Herr.

DUTY AREA

9. IMPLEMENTING DEVELOPMENTALLY APPROPRIATE PROGRAMS FOR INFANTS, TODDLERS, PRESCHOOLERS, AND SCHOOL-AGE CHILDREN

COURSE

Child Care Services I & II

TASK/COMPETENCY

9.9 Implement social studies activities.

PERFORMANCE OBJECTIVE

P9.9 Given supplies, props, and classroom discussion, implement social studies activities. Activity must be appropriate for designated age group and must be presented in accordance with instructor's guidelines. Implementation must be rated acceptable according to instructor-prepared checklist.

CRITERION-REFERENCED MEASURE

C9.9 Instructor -prepared checklist, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Brainstorm ideas that would help a child develop a positive self-image (e.g., displaying art, individual "cubbies").
2. Have students create a file of activities relating to self-concept, such as making name tags, drawing a life-size picture of child, and helping a child make a book about himself/herself and family culture.
3. Invite parents and children to share with the class something relating to their family, such as traditions and celebrations unique to their family.
4. Have students develop and present activities that teach children about their community.
5. Have students design activities to teach children about various cultures.
6. Have students prepare an activity involving manners and etiquette of different cultures.

RESOURCES

References: *Child Care.* Rev. ed. Vol. I. Oklahoma State Board of Vocational and Technical Education.
Let's Learn about Magnificent Me. Carroll.
Working with Young Children. Herr.

DUTY AREA

9. IMPLEMENTING DEVELOPMENTALLY APPROPRIATE PROGRAMS FOR INFANTS, TODDLERS, PRESCHOOLERS, AND SCHOOL-AGE CHILDREN

COURSE

Child Care Services
I & II

TASK/COMPETENCY

9.10 Implement activities involving food and cooking.

PERFORMANCE OBJECTIVE

P9.10 Given food supplies, napkins, small kitchen equipment, and instruction in nutrition and food preparation, implement activities involving food and cooking, according to instructor's guidelines. Implementation must be rated acceptable according to an instructor-prepared checklist.

CRITERION-REFERENCED MEASURE

C9.10 Instructor-prepared checklist, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Prepare a chart/graph displaying a cooking activity. Identify learning experiences in science, math, and social studies.

2. Have students compile a file of cooking activities for young children.

3. Outline the basic food groups. Explain the importance of nutritional aspects of cooking foods from each group in a child care setting.

4. Have students prepare recipe cards for cooking projects to be used with children.

5. Have students set up a cooking project to be used by a group of children. Incorporate this activity with a theme being used in the classroom. Have students stress the importance of accurately measuring ingredients.

6. Have students develop a "children's viewpoint" cookbook on how they think their favorite foods are prepared.

RESOURCES

References: *Child Care.* Rev. ed. Vol. I. Oklahoma State Board of Vocational and Technical Education.
Working with Young Children. Herr.

DUTY AREA

9. IMPLEMENTING DEVELOPMENTALLY APPROPRIATE PROGRAMS FOR INFANTS, TODDLERS, PRESCHOOLERS, AND SCHOOL-AGE CHILDREN

COURSE

Child Care Services
I & II

TASK/COMPETENCY

9.11 Prepare bulletin board display.

PERFORMANCE OBJECTIVE

P9.11 Given poster board, construction paper, scissors, and other supplies, prepare bulletin board display according to instructor-prepared guidelines. Display must be rated acceptable according to an instructor-prepared checklist.

CRITERION-REFERENCED MEASURE

C9.11 Instructor-prepared checklist, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Outline guidelines for designing a bulletin board.
2. Discuss purposes and uses of bulletin boards.
3. Have students brainstorm materials that could be used in creating a display.
4. Discuss space considerations for bulletin board designs.
5. Have students make a border for a bulletin board.
6. Demonstrate the use of an opaque projector for enlarging a picture.
7. Evaluate principles of design in a bulletin board display.

RESOURCES

References: *Caring for the Developing Child.* 2nd ed. Marhoefer and Vadnais.
The Developing Child. Brisbane.
Working with Young Children. Herr.

DUTY AREA		COURSE
9.	IMPLEMENTING DEVELOPMENTALLY APPROPRIATE PROGRAMS FOR INFANTS, TODDLERS, PRESCHOOLERS, AND SCHOOL-AGE CHILDREN	Child Care Services I & II

TASK/COMPETENCY

9.12 Operate audiovisual equipment.

PERFORMANCE OBJECTIVE

P9.12 Given teacher demonstration, a filmstrip projector, filmstrip, VCR, television, videotape, record player, records, and other types of audiovisual equipment, operate audiovisual equipment. Equipment must be operated as specified in manufacturer's operating manual and operation must be rated acceptable according to instructor-prepared checklist.

CRITERION-REFERENCED MEASURE

C9.12 Instructor-prepared checklist, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Have students observe demonstrations of various types of audiovisual equipment.
2. Have students play a videotape.
3. Have students use a filmstrip projector to present a story to children.
4. Have students play a song for children on a record player or other audio device.
5. Have students record children telling stories and play back for children to hear.

RESOURCES

References:	Equipment Manuals Owners' Manuals

DUTY AREA

9. IMPLEMENTING DEVELOPMENTALLY APPROPRIATE PROGRAMS FOR INFANTS, TODDLERS, PRESCHOOLERS, AND SCHOOL-AGE CHILDREN

COURSE

Child Care Services I

TASK/COMPETENCY

9.13 Develop a plan for field trips.

PERFORMANCE OBJECTIVE

P9.13 Given plan format, guidelines, and legal requirements, develop a plan for a field trip. Plan must include destination, manager, number of children, number of adults, and transportation. Document must include pre-trip, trip, and post-trip plans, in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C9.13 Written plan, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. List values and purposes of field trips.
2. Outline laws regulating field trips. (Determine adult/child ratio per sample group of children.)
3. Have students determine teacher-child ratios.
4. List all safety measures.
5. Have students develop file of desirable places to visit.

RESOURCES

References: *Caring for Children.* Draper and Draper.
Minimum Standards for Licensed Child Care Centers. Virginia Department of Social Services.
Working with Young Children. Herr.

Duty Area Ten

DESIGNING DEVELOPMENTALLY APPROPRIATE PROGRAMS FOR INFANTS, TODDLERS, PRESCHOOLERS, AND SCHOOL-AGE CHILDREN

These tasks are designed for a classroom setting. However, instructors may modify the tasks to reflect work performed in a child care setting.

Postsecondary School Tasks/Competencies

10.1 Plan daily, weekly, and monthly activities.

10.2 Plan art activities.

10.3 Plan music activities.

10.4 Plan dramatic play activities.

10.5 Plan math activities.

10.6 Plan activities for stimulating and enhancing gross motor development.

10.7 Plan activities for stimulating and enhancing fine motor development.

10.8 Plan language arts activities.

10.9 Plan science activities.

10.10 Plan social studies activities.

10.11 Plan activities involving food.

10.12 Plan field trips.

DUTY AREA		COURSE
10.	DESIGNING DEVELOPMENTALLY APPROPRIATE PROGRAMS FOR INFANTS, TODDLERS, PRESCHOOL-AGE, AND SCHOOL-AGE CHILDREN	CHD 145 CHD 146

TASK/COMPETENCY

10.1 Plan daily, weekly, and monthly activities.

PERFORMANCE OBJECTIVE

P10.1 Given guidelines and the needs (social, emotional, intellectual, and physical) of each age group, plan daily, weekly, and monthly activities. Plan must be developed in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C10.1 Written plan, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *developmentally appropriate programs.*
2. Identify activities appropriate for infants.
3. Identify activities appropriate for toddlers.
4. Identify activities appropriate for preschoolers.
5. Identify activities appropriate for school-age children.
6. Have students plan for a balance of active and quiet, free and structured, individual and group, and inside and outside activities for each age group.
7. Describe the differences found in daily, weekly, and monthly planning.

RESOURCES

References: *Working with Young Children.* Herr.

DUTY AREA

10. DESIGNING DEVELOPMENTALLY APPROPRIATE PROGRAMS FOR INFANTS, TODDLERS, PRESCHOOL-AGE, AND SCHOOL-AGE CHILDREN

COURSE

CHD 145

TASK/COMPETENCY

10.2 Plan art activities.

PERFORMANCE OBJECTIVE

P10.2 Given instruction in multi-sensory materials, plan art activities. Written plan must include all specifications outlined in instructor's guidelines, including type and amount of supplies needed.

CRITERION-REFERENCED MEASURE

C10.2 Written plan, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *developmentally appropriate art activities.*
2. Describe and show examples of the developmental levels/stages of art.
3. List the basic materials for specified art activities.
4. Demonstrate the concept of "Process, Not Product."
5. Have students design an art center.
6. Have students compare and contrast art activities for infants, toddlers, preschoolers, and school-age children.

RESOURCES

References: *Creative Activities for Young Children*. 4th ed. Mayesky.
Creative Resources for the Early Childhood Classroom. Herr and Libby.
Resources for Creative Teaching in Early Childhood Education. 2nd ed. Hamilton, Flemming and Hicks.

DUTY AREA	COURSE
10. DESIGNING DEVELOPMENTALLY APPROPRIATE PROGRAMS FOR INFANTS, TODDLERS, PRESCHOOL-AGE, AND SCHOOL-AGE CHILDREN	CHD 145

TASK/COMPETENCY

10.3 Plan music activities.

PERFORMANCE OBJECTIVE

P10.3 Given instruction in listening, singing, creative movement, and the use of instruments, plan music activities, including all components of instructor's guidelines.

CRITERION-REFERENCED MEASURE

C10.3 Written plan, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Discuss goals for listening, singing, and creative movement.
2. Give examples of listening, singing, and creative movement activities.
3. Demonstrate the use of musical instruments for each age group.
4. Identify resource materials for planning appropriate music activities.
5. Have students design and organize a music center for each age group.
6. Have students select appropriate musical activities for each age group.

RESOURCES

References: *Creative Activities for Young Children.* 4th ed. Mayesky.
Creative Resources for the Early Childhood Classroom. Herr and Libby.
Math and Science for Young Children. Charlesworth and Lind.

DUTY AREA		COURSE
10.	DESIGNING DEVELOPMENTALLY APPROPRIATE PROGRAMS FOR INFANTS, TODDLERS, PRESCHOOL-AGE, AND SCHOOL-AGE CHILDREN	CHD 146

TASK/COMPETENCY

10.4 Plan dramatic play activities.

PERFORMANCE OBJECTIVE

P10.4 Given instruction in the use of age-appropriate environments and props, plan dramatic play activities, including all components of instructor's guidelines.

CRITERION-REFERENCED MEASURE

C10.4 Written plan, including props needed; all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define/review *dramatic play.*
2. Explain the objectives of dramatic play.
3. Discuss the guidelines for enhancing dramatic play activities.
4. Demonstrate how to assemble prop boxes.
5. Discuss the value of using puppets.
6. Identify children's stories which encourage dramatic play.
7. Have students organize a dramatic play center.
8. Have students role play a dramatic play activity.

RESOURCES

References: *Creative Activities for Young Children.* 4th ed. Mayesky.
Creative Resources for the Early Childhood Classroom. Herr and Libby.
Math and Science for Young Children. Charlesworth and Lind.

DUTY AREA		COURSE
10.	DESIGNING DEVELOPMENTALLY APPROPRIATE PROGRAMS FOR INFANTS, TODDLERS, PRESCHOOL-AGE, AND SCHOOL-AGE CHILDREN	CHD 146

TASK/COMPETENCY

10.5 Plan math activities.

PERFORMANCE OBJECTIVE

P10.5 Given instruction in multi-sensory materials, plan math activities. Written plan must be developed and presented in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C10.5 Written plan, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Describe the development of mathematical ideas and the language of math.
2. Explain the concepts of counting, classification, sorting, comparing, sequencing, shape, and form.
3. Demonstrate how blocks, cooking, and art activities develop and strengthen math skills.
4. Explain how the use of children's books can enhance the development of mathematical ideas.
5. Identify resource materials for planning appropriate activities.
6. Compare the use and value of teacher-made vs. purchased materials.
7. Have students design a math center.

RESOURCES

References: *Experiences in Math for Young Children.* Charlesworth and Radeloff.
Math and Science for Young Children. Charlesworth and Lind.

DUTY AREA

10. DESIGNING DEVELOPMENTALLY APPROPRIATE PROGRAMS FOR INFANTS, TODDLERS, PRESCHOOL-AGE, AND SCHOOL-AGE CHILDREN

COURSE

CHD 145

TASK/COMPETENCY

10.6 Plan activities for stimulating and enhancing gross motor development.

PERFORMANCE OBJECTIVE

P10.6 Given review and discussion of the development and usage of large muscles, plan activities to stimulate and enhance gross motor development, according to instructor's guidelines.

CRITERION-REFERENCED MEASURE

C10.6 Written plan, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Review the physical development of infants, toddlers, preschoolers, and school-age children.
2. Discuss the importance of providing opportunities on a daily basis for enhancing gross motor development.
3. List the supplies that can be used during gross motor activities.
4. Have students design a gross motor learning center for each age group.
5. Show how music and poetry can be used to stimulate gross motor development.

RESOURCES

References: *Working with Young Children.* Herr.

DUTY AREA		COURSE
10.	DESIGNING DEVELOPMENTALLY APPROPRIATE PROGRAMS FOR INFANTS, TODDLERS, PRESCHOOL-AGE, AND SCHOOL-AGE CHILDREN	CHD 145 CHD 146

TASK/COMPETENCY

10.7 Plan activities for stimulating and enhancing fine motor development.

PERFORMANCE OBJECTIVE

P10.7 Given instruction in the development of manipulative skills, plan activities to stimulate and enhance fine motor development. All components of instructor's guidelines must be incorporated in a written plan.

CRITERION-REFERENCED MEASURE

C10.7 Written plan, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Review the fine motor development of each age group.
2. Discuss the importance of providing a variety of activities each day that will stimulate and enhance fine motor development.
3. Demonstrate the use of teacher-made and purchased materials.
4. Identify resource materials for planning appropriate activities.
5. Have students research cost of materials in various catalogs. Determine feasibility of purchase based on factors such as amount, maintenance, and storage.
6. Have students set up a learning center for each age group that stimulates and enhances fine motor development.

RESOURCES

References: *Working with Young Children.* Herr.

DUTY AREA		COURSE
10.	DESIGNING DEVELOPMENTALLY APPROPRIATE PROGRAMS FOR INFANTS, TODDLERS, PRESCHOOL-AGE, AND SCHOOL-AGE CHILDREN	CHD 145 CHD 146

TASK/COMPETENCY

10.8 Plan language arts activities.

PERFORMANCE OBJECTIVE

P10.8 Given instruction in receptive, expressive, and symbolic language, plan developmentally appropriate language arts activities according to instructor's guidelines.

CRITERION-REFERENCED MEASURE

C10.8 Instructor-prepared test, average or above accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Review the development of speech for each age group.
2. Discuss receptive, expressive, and symbolic language.
3. Summarize how to select appropriate books for each age group.
4. Demonstrate and show examples of story dictation.
5. Define *reading readiness*, *inventive spelling*, and *language experience approach*.
6. Have students set up a language arts center for each age group.
7. List materials that can be used for language arts activities.
8. Demonstrate storytelling techniques.
9. Show examples of stories written and illustrated by children.

RESOURCES

References: *Communication in Action: Teaching the Language Arts.* 4th ed. Hennings.
Early Childhood Experiences in Language Arts: Emerging Literacy. 4th ed. Machado.

DUTY AREA

COURSE

10. DESIGNING DEVELOPMENTALLY APPROPRIATE PROGRAMS FOR INFANTS, TODDLERS, PRESCHOOL-AGE, AND SCHOOL-AGE CHILDREN

CHD 146

TASK/COMPETENCY

10.9 Plan science activities.

PERFORMANCE OBJECTIVE

P10.9 Given instruction in formal, informal, and incidental science, plan science activities according to instructor's guidelines.

CRITERION-REFERENCED MEASURE

C10.9 Instructor-prepared test, average or above accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *science*.
2. Discuss formal, informal, and incidental science.
3. List basic materials that can be used in science.
4. Demonstrate formal, informal, and incidental developmentally appropriate science activities.
5. Have students set up a science center.
6. Show examples of children's books that can be used to reinforce science skills.
7. List science activities that can be incorporated into teaching the four seasons.
8. Explain the importance of including environmental awareness activities in the curriculum plan.

RESOURCES

References: *Working with Young Children*. Herr.

DUTY AREA

10. DESIGNING DEVELOPMENTALLY APPROPRIATE PROGRAMS FOR INFANTS, TODDLERS, PRESCHOOL-AGE, AND SCHOOL-AGE CHILDREN

COURSE

CHD 146

TASK/COMPETENCY

10.10 Plan social studies activities.

PERFORMANCE OBJECTIVE

P10.10 Given review and discussion of self-image and multi-cultural experiences, plan social studies activities. Plan must contain developmentally appropriate activities and be developed in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C10.10 Written plan, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *self-image* and *multi-cultural experiences.*
2. List titles of children's books that may be used to reinforce positive self-image.
3. Demonstrate a multi-cultural learning activity.
4. Identify resource materials for planning social studies activities.
5. Discuss activities that promote a positive self-image.

RESOURCES

References: *Working with Young Children.* Herr.

DUTY AREA

COURSE

10.	DESIGNING DEVELOPMENTALLY APPROPRIATE PROGRAMS FOR INFANTS, TODDLERS, PRESCHOOL-AGE, AND SCHOOL-AGE CHILDREN	CHD 145 CHD 146 HLT 135

TASK/COMPETENCY

10.11 Plan activities involving food.

PERFORMANCE OBJECTIVE

P10.11 Given instruction in nutrition, food preparation, and the variety of ways cooking and food can be incorporated into the curriculum, plan activities involving food. Plan must be in accordance with instructor's guidelines and must include amount and cost of food, contain developmentally appropriate activities, and specify nutritional value of food.

CRITERION-REFERENCED MEASURE

C10.11 Written plan, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Discuss the importance of including in the curriculum activities involving food.
2. Explain how an activity in this area can incorporate science, math, language arts, music, and art experiences.
3. Demonstrate an age appropriate cooking activity for toddlers, preschoolers, and school-age children.
4. Identify resource materials for planning cooking activities.
5. Have students arrange a tasting party for toddlers, preschoolers, and school-age children to reinforce good eating habits.

RESOURCES

References: *Working with Young Children.* Herr.

DUTY AREA		COURSE
10.	DESIGNING DEVELOPMENTALLY APPROPRIATE PROGRAMS FOR INFANTS, TODDLERS, PRESCHOOL-AGE, AND SCHOOL-AGE CHILDREN	CHD 145 CHD 146

TASK/COMPETENCY

10.12 Plan field trips.

PERFORMANCE OBJECTIVE

P10.12 Given the state regulations, agency policy, sample plans, and evaluation guidelines, plan field trips. Plan must meet all state and agency criteria and include all items as specified in instructor's guidelines.

CRITERION-REFERENCED MEASURE

C10.12 Written plan, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Outline the state regulations concerning adult-child ratio, permission slips, and other such matters.
2. Have students determine the goals of a particular field trip.
3. Describe how agency policy may vary with regard to field trips.
4. Have students plan two field trips:
   a. a walking trip
   b. a trip by van or bus.

RESOURCES

References: *Creative Activities for Young Children.* 4th ed. Mayesky.
Minimum Standards for Licensed Child Care Centers. Virginia Department of Social Services.

Duty Area Eleven

DEVELOPING INFECTION CONTROL PROCEDURES

These tasks are designed for a classroom setting. However, instructors may modify the tasks to reflect work performed in a child care setting.

Secondary School Tasks/Competencies

11.1 Describe sources of infection and methods for controlling the spread of infection.

11.2 Change diapers.

11.3 Sanitize changing area, crib, potty, bathroom, and toys.

Postsecondary School Tasks/Competencies

11.4 Devise a schedule for washing laundry.

11.5 Devise a schedule for the sanitation of toys and play equipment.

11.6 Develop a plan for cleaning food preparation area and appliances.

11.7 Develop a plan for cleaning the center and grounds.

DUTY AREA

11. DEVELOPING INFECTION CONTROL PROCEDURES

COURSE

Child Care Services I

TASK/COMPETENCY

11.1 Describe sources of infection and methods for controlling the spread of infection.

PERFORMANCE OBJECTIVE

P11.1 Given report guidelines, resources, and classroom instruction, describe sources of infection and methods for controlling the spread of infection. Description should be in the form of an oral or written report, in accordance with instructor's guidelines

CRITERION-REFERENCED MEASURE

C11.1 Oral or written report, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Research common sources of infection in child care settings.
2. Explain ways infection spreads in the child care setting.
3. Describe methods for sanitizing areas to control spread of infection. Discuss how to measure appropriate amounts of sanitizing agents.
4. Identify state regulations that address the spread of infection in the child care setting.
5. Determine safety procedures associated with the use of sanitizing agents.

RESOURCES

References: *Caring for Children.* Draper and Draper.
Child Care. Rev. ed. Vol. I. Oklahoma State Board of Vocational and Technical Education.
Health, Safety and Nutrition in Young Children. Marotz, Cross and Rush.
Safety and Sanitation. Pepper.
Working with Young Children. Herr.

DUTY AREA

11. DEVELOPING INFECTION CONTROL PROCEDURES

COURSE

Child Care Services I

TASK/COMPETENCY

11.2 Change diapers.

PERFORMANCE OBJECTIVE

P11.2 Given diapers, infant doll, washcloth, lotion, ointments, and baby wipes, change diapers. Water temperature must be correct and physical contact with the child must be maintained throughout the procedure. Demonstration must be rated acceptable in accordance with instructor-prepared guidelines.

CRITERION-REFERENCED MEASURE

C11.2 Instructor-prepared checklist, 100% accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Explain licensing requirements for diaper changing.
2. Identify appropriate health/sanitation practices for changing a diaper.
3. Identify necessary supplies and materials for changing a diaper.
4. Describe appropriate caregiver interaction with infant/toddler when changing a diaper.
5. Discuss differences in changing a cloth versus a disposable diaper.

RESOURCES

References: *Child Care.* Rev. ed. Vol. I. Oklahoma State Board of Vocational and Technical Education.
Minimum Standards for Licensed Child Care Centers. Virginia Department of Social Services.
Working with Young Children. Herr.

DUTY AREA	COURSE
11. DEVELOPING INFECTION CONTROL PROCEDURES	Child Care Services I

TASK/COMPETENCY

11.3 Sanitize changing area, crib, potty, bathroom, and toys.

PERFORMANCE OBJECTIVE

P11.3 Given sanitizing and germicidal agents, rubber gloves, cleaning supplies, and instructor demonstration, sanitize a changing area, crib, potty, bathroom, and toys. All licensing requirements must be met, and demonstration must be rated acceptable according to an instructor-prepared checklist.

CRITERION-REFERENCED MEASURE

C11.3 Instructor-prepared checklist, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Identify licensing requirements for sanitation of changing areas, cribs, potties, bathrooms, and toys.
2. Identify sanitizing/germicidal agents.
3. Describe sanitation procedures. Review mixing of sanitizing agents.
4. Demonstrate proper washing and rinsing techniques.
5. Explain necessity of sanitizing for maintaining control of the spread of infections/diseases in the group care setting.

RESOURCES

References: *Child Care*. Rev. ed. Vol. I. Oklahoma State Board of Vocational and Technical Education.
Health, Safety, and Nutrition in Young Children. Marotz, Cross, and Rush.
Minimum Standards for Licensed Child Care Centers. Virginia Department of Social Services.

DUTY AREA

11. DEVELOPING INFECTION CONTROL PROCEDURES

COURSE

HLT 135

TASK/COMPETENCY

11.4 Devise a schedule for washing the laundry.

PERFORMANCE OBJECTIVE

P11.4 Given agency policy and information related to number and type of laundry items, devise a schedule for washing the laundry. Schedule must include all criteria identified in instructor's guidelines.

CRITERION-REFERENCED MEASURE

C11.4 Written schedule, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Identify licensing requirements for washing laundry in a child care setting.
2. Evaluate sample laundry schedules.
3. Explain how agency policy varies based on the amount of linen used.

RESOURCES

References: *Working with Young Children.* Herr.

DUTY AREA

11. DEVELOPING INFECTION CONTROL PROCEDURES

COURSE

HLT 135

TASK/COMPETENCY

11.5 Devise a schedule for the sanitation of toys and play equipment.

PERFORMANCE OBJECTIVE

P11.5 Given sample schedules and planned format guidelines, devise a schedule for the sanitation of toys and play equipment. Schedule must be developed in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C11.5 Written schedule, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Identify sanitizing/germicidal solutions.
2. Explain purpose of proper washing and rinsing techniques.
3. Justify the need for sanitizing toys and play equipment to control the spread of infection and diseases.
4. Differentiate between the toys and equipment of varying age groups to determine the frequency of the sanitation process.
5. Evaluate sample schedules for sanitizing toys and equipment.

RESOURCES

References: *Working with Young Children.* Herr.

DUTY AREA		COURSE
11.	DEVELOPING INFECTION CONTROL PROCEDURES	HLT 135

TASK/COMPETENCY

11.6 Develop a plan for cleaning food preparation area and appliances.

PERFORMANCE OBJECTIVE

P11.6 Given guidelines and sample formats, develop a plan for cleaning food preparation area and appliances. Plan must include schedule for daily and weekly cleanings and must follow instructor's guidelines.

CRITERION-REFERENCED MEASURE

C11.6 Written plan, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Identify sanitizing and germicidal solutions.
2. Describe the purpose of proper washing and rinsing techniques.
3. Justify the need for sanitizing the food preparation area and appliances.
4. Differentiate among those areas and appliances that must be sanitized daily, weekly, and monthly.
5. Explain state licensing requirements.

RESOURCES

References: *Working with Young Children.* Herr.

DUTY AREA

11. DEVELOPING INFECTION CONTROL PROCEDURES

COURSE

HLT 135

TASK/COMPETENCY

11.7 Develop a plan for cleaning the center and grounds.

PERFORMANCE OBJECTIVE

P11.7 Given guidelines and a case situation, develop a plan for cleaning the center and grounds. Plan must meet licensing and agency requirements and must be in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C11.7 Written plan, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Review state licensing requirements for cleaning child care centers.
2. Identify equipment needed for cleaning a child care center inside and outside.
3. Evaluate sample plans for cleaning center and grounds.

RESOURCES

References: *Working with Young Children.* Herr.

Duty Area Twelve

HANDLING FOOD

These tasks are designed for a classroom setting. However, instructors may modify the tasks to reflect work performed in a child care setting.

Secondary School Tasks/Competencies

12.1 Serve meals and snacks.

12.2 Set and clear tables for children's meals and snacks.

12.3 Supervise meal or snack.

12.4 Wash and store dishes, glassware, silverware, and utensils.

Postsecondary School Tasks/Competencies

12.5 Develop a plan for preparing, serving, and storing food.

12.6 Plan age-appropriate nutritional menus.

12.7 Develop a plan for preparing meals and snacks.

12.8 Determine techniques for teaching nutritionally sound food habits to children.

12.9 Develop a plan for the purchase of food.

DUTY AREA

12. HANDLING FOOD

COURSE

Child Care Services
I & II

TASK/COMPETENCY

12.1 Serve meals and snacks.

PERFORMANCE OBJECTIVE

P12.1 Given guidelines, food, and supplies, serve meals and snacks to children. All sanitary techniques for handling food, tableware, and serving ware must be observed in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C12.1 Instructor-prepared checklist, rated at 100% accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Demonstrate handwashing procedure.
2. Describe food-borne illnesses and causes.
3. Have students clean and sanitize food-handling area, serving equipment, and storage areas. Have them correctly measure sanitizing agents for cleaning.
4. Describe tasks children can perform during serving time.
5. Describe role of children during clean up after meals.
6. Discuss the state standards for storing the following: infant food, food taken outside the center, leftovers, special diets, and special occasions.
7. Discuss the possible consequences of improperly stored food.
8. List and discuss the purpose of guidelines for the preparation and serving of food (e. g., temperatures of foods being served).
9. Identify violations often cited in food preparation and serving in child care settings.
10. List the State Health Department guidelines for the preparation and serving of food.
11. Compare and contrast home food preparation techniques with commercial regulations.
12. Distribute Handout 12.1 (pages 365-366) and discuss.

(continued)

TASK 12.1 (continued)

RESOURCES

Audiovisuals:

Food Safety Is No Mystery (film). U. S. Department of Agriculture. Food Safety and Inspection Service.

References:

Child Care. Rev. ed. Vol. I. Oklahoma State Board of Vocational and Technical Education.
Food for Today. 3rd ed. Kowtaluk and Kopan.
Food Preparation. Haines.
Food Production, Management and Services. Home Economics Curriculum Center, Texas Tech University.
Food Service Worktext. Green.
Guide to Good Food. Largen and Bence.
Minimum Standards for Licensed Child Care Centers. Virginia Department of Social Services.
Safety and Sanitation. Pepper.

HANDOUT 12.1

A SUMMARY OF U. S. D. A. GUIDELINES FOR HANDLING FOOD

What is sanitation and why do child care workers need to be concerned about sanitation when preparing and handling food?

Sanitation involves the creation and maintenance of conditions favorable to good health. *Sanitary* means free of harmful microorganisms and other harmful substances.

As a child care worker, you need to be concerned about preparing and handling food in a sanitary manner to prevent the spread of germs to the children you serve.

Since people are the most common source of food contamination, you need to be very careful about how you handle and prepare food. When preparing food for children, your hands are the greatest threat for contamination. When you touch your hair, your face, the floor, when you cough or sneeze, your hands collect germs that are easily transferred to any foods you are preparing or handling. Hand washing should be done often in food preparation including

1. before you begin to work
2. before you handle food
3. after you go to the bathroom
4. after you cough, sneeze, blow your nose, or use a handkerchief
5. after you touch your face, hair, or other infected areas
6. after you smoke
7. after you touch any unclean equipment or work surfaces
8. after you handle raw food -- especially meat or poultry.

What hygiene practices are necessary to ensure as sanitary a work place as possible?

Basic hygiene practices help reduce sources of contamination. These practices include maintaining clean fingernails, clean teeth, clean hair, and clean clothing. When preparing snacks, you should refrain from wearing fingernail polish. Always bandage or cover wounds and open sores.

What sanitation practices should be followed?

1. Never wash hands in sinks used to prepare food.
2. Never spit on the floor or into sinks.
3. Cover your mouth when you cough and your nose when you sneeze. Wash hands immediately.
4. Never touch pimples or scratch head or face.
5. Never use a dish towel to wipe off perspiration.
6. Use clean spoons -- never your fingers -- each time you taste.
7. Cover foods and store properly.
8. Use disposable plastic gloves, tongs, scoops when serving foods.

(continued)

HANDOUT 12.1 (continued)

A SUMMARY OF U. S. D. A. GUIDELINES FOR HANDLING FOOD

9. Never touch the parts of dishes and utensils that come in contact with a child's mouth. This includes the rims of glasses, tines of forks, blades of knives, bowls of spoons, and the top or sides of plates and bowls.
10. Throw away uneaten food that has been set out for children.

Submitted by Sheryl Lam, Child Care Instructor, Hanover County Public Schools

DUTY AREA

12. HANDLING FOOD

COURSE

Child Care Services
I & II

TASK/COMPETENCY

12.2 Set and clear tables for children's meals and snacks.

PERFORMANCE OBJECTIVE

P12.2 Given napkins, dishes, utensils, and guidelines, set and clear tables for children's meals and snacks in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C12.2 Instructor-prepared checklist, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Discuss terms associated with table setting.
2. Describe a basic place setting.
3. Have students review menu and demonstrate setting table accordingly. Have them determine how many places can be set at a table.
4. Describe ways to involve children in setting and clearing tables.
5. Identify garbage disposal procedures.

RESOURCES

References:
Caring for the Developing Child. 2nd ed. Marhoefer and Vadnais.
Child Care. Rev. ed. Vol. I. Oklahoma State Board of Vocational and Technical Education.
Food for Today. 3rd ed. Kowtaluk and Kopan.
Food Preparation. Haines.
Guide to Good Food. Largen and Bence.
Safety and Sanitation. Pepper.
Working with Young Children. Herr.

DUTY AREA

12. HANDLING FOOD

COURSE

Child Care Services
I & II

TASK/COMPETENCY

12.3 Supervise meal or snack.

PERFORMANCE OBJECTIVE

P12.3 Given instructor's guidelines and access to a group of children, supervise a meal or snack in accordance with instructor's guidelines

CRITERION-REFERENCED MEASURE

C12.3 Instructor-prepared evaluation, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Research techniques to encourage good food attitudes and good eating habits.
2. Brainstorm factors that influence a child's attitude toward food.
3. Illustrate possible solutions for changing such mealtime behavior as dawdling, exhibiting negativism toward food, and standing while eating.
4. Have students write an article for a pamphlet or flyer responding to eating problems specific to children.

RESOURCES

References: *Caring for the Developing Child.* 2nd ed. Marhoefer and Vadnais.
Child Care. Rev. ed. Vol. I.. Oklahoma State Board of Vocational and Technical Education.
Working with Young Children. Herr.

DUTY AREA

12. HANDLING FOOD

COURSE

Child Care Services
I & II

TASK/COMPETENCY

12.4 Wash and store dishes, glassware, silverware, and utensils.

PERFORMANCE OBJECTIVE

P12.4 Given health department guidelines, dishwashing detergent, towels, and other supplies, wash and store dishes, glassware, silverware, and utensils according to the guidelines.

CRITERION-REFERENCED MEASURE

C12.4 Instructor-prepared checklist, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Identify sanitation methods.
2. Discuss procedures for handwashing dishes.
3. Discuss procedures for washing dishes in a dishwasher (include temperature of water for sanitizing dishes).
4. Identify storage guidelines for dishes, silverware, and utensils.
5. Compare and contrast cost and environmental effects of using disposables versus standard eating apparatus.

RESOURCES

References: *Child Care.* Rev. ed. Vol. I. Oklahoma State Board of Vocational and Technical Education.
Food for Today. 3rd ed. Kowtaluk and Kopan.
Food Preparation. Haines.
Guide to Good Food. Largen and Bence.
Safety and Sanitation. Pepper.

DUTY AREA

12. HANDLING FOOD

COURSE

HLT 135

TASK/COMPETENCY

12.5 Develop a plan for preparing, serving, and storing food.

PERFORMANCE OBJECTIVE

P12.5 Given guidelines, sample forms, and classroom instruction, develop a plan for preparing, serving, and storing food. Plan must address all state and federal regulations and be in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C12.5 Written plan, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Identify and discuss state regulations for food preparation in a child care setting. Include information on amounts for serving children of various ages.

2. Have students find recipes for three snacks that children can participate in preparing and serving and that they will enjoy eating. Keep nutrition, creativity, and fun in mind.

3. Address the following considerations in planning:
   a. age of the children
   b. number of children participating
   c. cultural and ethnic background of children
   d. season of year
   e. simple recipes.

4. Discuss the nutritional value of the food being prepared, and list percentages of nutrients needed per day per child.

5. Have students develop a plan for the preparation of a snack for young children in a child care center. Have them establish a sequence for preparation and employ techniques to minimize time for preparing snacks.

RESOURCES

References: *Child Care.* Rev. ed. Vol. I. Oklahoma State Board of Vocational and Technical Education.
Minimum Standards for Licensed Child Care Centers. Virginia Department of Social Services.

DUTY AREA

12. HANDLING FOOD

COURSE

HLT 135

TASK/COMPETENCY

12.6 Plan age-appropriate nutritional menus.

PERFORMANCE OBJECTIVE

P12.6 Given the minimum standards for nutrition and food service in a child care center, plan age-appropriate nutritional menus for each age group in accordance with *Minimum Standards for Licensed Child Care Centers.*

CRITERION-REFERENCED MEASURE

C12.6 Written plan, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Research state laws and regulations concerning food service for each age group. Identify specific food preparation guidelines, food service regulations, kitchen workers' regulations, and nutritional guidelines.

2. Explain why proper nutrition is important to physical, intellectual, social, and emotional development.

3. Identify factors that influence the planning of meals and snacks for young children, such as age, season of the year, budget, and number of children.

4. Discuss the importance of serving age-appropriate portions of food.

5. Have students research the statistics concerning the percentage of poorly-nourished children in the community and state. Determine
   a. number of children affected in the community and state
   b. public and private agencies involved in alleviating the situation
   c. actions being taken to minimize malnutrition in the area.

6. Have students create a file of nutritional recipes to use for a week in a child care setting.

RESOURCES

References: *Caring for the Developing Child.* 2nd ed. Marhoefer and Vadnais.
Minimum Standards for Licensed Child Care Centers. Virginia Department of Social Services.
Working with Young Children. Herr.

DUTY AREA

12. HANDLING FOOD

COURSE

HLT 135

TASK/COMPETENCY

12.7 Develop a plan for preparing meals and snacks.

PERFORMANCE OBJECTIVE

P12.7 Given the menus planned in Task 12.6, develop a plan for preparing meals and snacks in accordance with *Minimum Standards for Licensed Day Care Centers.*

CRITERION-REFERENCED MEASURE

C12.7 Written plan, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Have students research diets for children with special needs, such as diabetes and food allergies.
2. Identify infant formulas. Explain the rationale for the variety of formulas.
3. Research health regulations for commercial food preparation.
4. Have students analyze a sample two-day menu for a children's center. Determine the required nutrients being served, substitutions that could be made, and ways to enhance the appeal to children.

RESOURCES

References: *Minimum Standards for Licensed Child Care Centers.* Virginia Department of Social Services.
Working with Young Children. Herr.

DUTY AREA

12. HANDLING FOOD

COURSE

HLT 135

TASK/COMPETENCY

12.8 Determine techniques for teaching nutritionally sound food habits to children.

PERFORMANCE OBJECTIVE

P12.8 Given nutrition guidelines, develop techniques for teaching nutritionally sound food habits to children according to instructor's guidelines.

CRITERION-REFERENCED MEASURE

C12.8 Written plan, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Have students design a chart depicting meals and snacks that are nutritious, attractive, and tasty.
2. Identify methods of introducing new foods that are nutritious.
3. Describe ways to involve children in mealtime activities.
4. Have students create a newsletter to provide nutritional information to parents.
5. Have students plan several cooking experiences for children.
6. Display pictures of food representing each food group and identify daily recommended amounts.
7. Plan a field trip to a farm, dairy, or grocery store.
8. List ways to provide a relaxed and pleasant atmosphere during mealtime.
9. Plan a taste-testing party.

RESOURCES

References: *Caring for the Developing Child.* 2nd ed. Marhoefer and Vadnais.
Food for Today. 3rd ed. Kowtaluk and Kopan.
Health, Safety, and Nutrition for the Young Child. Marotz, Cross, and Rush.
Working with Young Children. Herr.

DUTY AREA		**COURSE**
12.	HANDLING FOOD	HLT 135

TASK/COMPETENCY

12.9 Develop a plan for the purchase of food.

PERFORMANCE OBJECTIVE

P12.9 Given nutritional information, instructional guidelines, and a menu cycle, develop a plan for the purchase of food in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C12.9 Written plan, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Have students develop a file of standardized recipes adjusted to provide the number of servings required for a center.
2. Identify foods donated by U.S.D.A. to qualifying child care centers.
3. Have students visit several markets to compare prices.
4. Have students develop a market list.
5. Describe the benefits of using coupons. Have students develop a coupon file.

RESOURCES

References: *Child Care.* Rev. ed. Vol. I. Oklahoma State Board of Vocational and Technical Education.
Food for Today. 3rd ed. Kowtaluk and Kopan.

Duty Area Thirteen

WORKING WITH PARENTS, GUARDIANS, AND GUESTS

These tasks are designed for a classroom setting. However, instructors may modify the tasks to reflect work performed in a child care setting.

Secondary School Tasks/Competencies

13.1 Disseminate information about a child to parents according to center policy.

13.2 Perform receptionist duties.

13.3 Comply with regulations regarding the identification of parents, relatives, and guests, and the release of children.

Postsecondary School Tasks/Competencies

13.4 Orient a parent or guardian.

13.5 Conduct parent or guardian conference.

13.6 Develop a handbook for parents.

13.7 Resolve conflicts.

DUTY AREA

13. WORKING WITH PARENTS, GUARDIANS, AND GUESTS

COURSE

Child Care Services II

TASK/COMPETENCY

13.1 Disseminate information about a child to parents according to center policy.

PERFORMANCE OBJECTIVE

P13.1 Given a copy of center policy and an instructor-prepared case study, disseminate information about a child (both verbally and in writing) to parents according to center policy. Oral and written presentation must be made in accordance with instructor's guidelines and be rated acceptable according to instructor-prepared checklist.

CRITERION-REFERENCED MEASURE

C13.1 Instructor-prepared checklist, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. List examples of topics that may be discussed with parents.
2. Explain center policy related to disseminating information about child to parents.
3. Have students role play situations using verbal techniques to disseminate information.
4. Evaluate case studies of problems that would need to be discussed with parents/guardians.
5. Compare the pros and cons of selecting either verbal or written methods of disseminating information about a child.

RESOURCES

References: *Child Care.* Rev. ed. Vol. I. Oklahoma State Board of Vocational and Technical Education
Working with Young Children. Herr.

DUTY AREA

13. WORKING WITH PARENTS, GUARDIANS, AND GUESTS

COURSE

Child Care Services II

TASK/COMPETENCY

13.2 Perform receptionist duties.

PERFORMANCE OBJECTIVE

P13.2 Given a checklist for greeting guests and processing incoming phone calls, perform receptionist duties. Demonstration should include all components of center policy and be rated acceptable according to instructor-provided checklist.

CRITERION-REFERENCED MEASURE

C13.2 Instructor Checklist 13.2 (pages 391-392), all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Explain the elements of greeting guests.
2. Discuss effective speaking and listening techniques.
3. Explain the elements of good telephone manners.
4. Relate the importance of facial expressions and body language in face-to-face conversation.
5. Demonstrate effective telephone techniques.
6. Give examples of spoken messages that are incomplete, inaccurate, unclear, rambling, and impolite, and have students state each in a more effective way.
7. Distribute Handout 13.2 (pages 389-390) and discuss.

RESOURCES

References: *Administration of Schools for Young Children*. 3rd ed. Click and Click.

HANDOUT 13.2

HELPFUL HINTS FOR SPEAKERS AND LISTENERS

Face-to-Face Communication

Face-to-face communication requires three skills--*speaking*, *observing*, and *listening*-- to reach the ultimate desired result, *understanding*. The following suggestions are designed to help you improve in these areas. Some techniques apply to the speaker, some to the listener, and some to both.

Technique	Speaker	Listener
1. Maintain the proper distance. Standing or sitting too close may threaten the other person or presume an unwanted intimacy. Three to six feet is considered a good distance for most work situations.	X	X
2. Speak distinctly, use appropriate volume and speed, and use Standard English grammar and phrasing.	X	
3. Maintain eye contact. Looking the other person in the eye means that you consider him or her important and that you are paying attention.	X	X
4. Make your appearance consistent with your words and your listening effort. Posture, position, facial expression, and gestures all contribute to your message.	X	X
5. Observe the listener. You can pick up cues as to whether the other person is angry, impatient, bored, or confused, and respond accordingly.	X	
6. Concentrate on what is being said. Don't let your mind wander. Block out distractions, such as noise, other events going on around you, or mannerisms of the speaker.		X
7. Encourage the speaker with feedback: (a) Ask a question. (b) Express your interest. (c) Reveal how much you know. (d) Rephrase the message in your own words and repeat it to see if you understand.		X

(continued)

HANDOUT 13.2 (continued)

Technique	Speaker	Listener
8. Take notes if appropriate. If you are being given complex information or directions, it may be appropriate and helpful to write notes to help you remember the who, what, when, where, why, and how of the message.		X
9. Put your "adult self" in charge at work. Your "adult self" is the sender and receiver of facts. In most work situations, the communication is fact-based; if you let your emotions *take control*, you may impair your effectiveness both as a speaker and as a listener.	X	X
10. Be polite and courteous. Say "please" and "thank you," smile, and show your respect for co-workers, customers, and supervisors alike.	X	X

INSTRUCTOR'S CHECKLIST 13.2

DUTY: WORKING WITH PARENTS, GUARDIANS, AND GUESTS

TASK: Perform receptionist duties.

ACTIVITY: Respond to simulated work situations with appropriate speaking and listening techniques.

ITEM	RATING*	
	Acceptable	Unacceptable
1. Maintained proper distance from the other person (or people).		
2. Maintained eye contact.		
3. Used body language and facial expression consistent with message being sent or received.		
4. Maintained control over emotions.		
5. Was polite and courteous.		
As a speaker: 6. Spoke distinctly.		
7. Used appropriate volume.		
8. Spoke at appropriate speed.		
9. Used Standard English grammar and phrasing.		
10. Picked up cues by observing the listener.		
As a listener: 11. Gave feedback to the speaker through questions, expression of interest, revealing knowledge, or rephrasing.		
13. Took notes if appropriate.		
On the telephone: 14. Answered phone as directed.		

***All items must receive acceptable rating.**

(continued)

INSTRUCTOR'S CHECKLIST 13.2 (continued)

ITEM	RATING*	
	Acceptable	Unacceptable
15. Gave information or referred caller to proper person.		
16. Took message as requested.		
17. Initiated calls by identifying company and self.		
18. Stated message clearly and concisely.		
19. Spoke distinctly, at appropriate speed and volume.		
20. Thanked the other person.		

***All items must receive acceptable rating.**

DUTY AREA	**COURSE**
13. WORKING WITH PARENTS, GUARDIANS, AND GUESTS	Child Care Services II

TASK/COMPETENCY

13.3 Comply with regulations regarding the identification of parents, relatives, and guests, and the release of children.

PERFORMANCE OBJECTIVE

P13.3 Given classroom instruction and center policy, comply with regulations regarding the identification of parents, relatives, and guests, and the release of children. Demonstration should be in accordance with center policy and instructor's guidelines.

CRITERION-REFERENCED MEASURE

C13.3 Instructor-prepared checklist, rated at 100% accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Outline regulations concerning the identification and release of children to parents/guardians in child care center policy manuals.

2. Brainstorm various reasons that compliance is vital to the safety of the children.

3. Have students role play situations in which they ask parents, relatives, and guests for identification.

4. Have students research cases of abducted children and give an oral report.

RESOURCES

References: *Child Care:* Rev. ed. Vol. I. Oklahoma State Board of Vocational and Technical Education.
Health, Safety and Nutrition for the Young Child. Marotz, Cross, and Rush.
Working with Young Children. Herr.

DUTY AREA	COURSE
13. WORKING WITH PARENTS, GUARDIANS, AND GUESTS	CHD 216 CHD 270 CHD 190

TASK/COMPETENCY

13.4 Orient a parent or guardian.

PERFORMANCE OBJECTIVE

P13.4 Given both the state regulations and the center policies, orient a parent or guardian. Regulations and procedures in Tasks 13.1, 13.2, and 13.3 must be included. Demonstration must be rated acceptable according to an instructor-prepared checklist.

CRITERION-REFERENCED MEASURE

C13.4 Instructor-prepared checklist, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Identify the state regulations regarding the orientation of parent/guardian.
2. Have students role play the personal interview with the parent/guardian.
3. Predict potential problems related to parent/guardian orientation.
4. Modify role play situations to include potential problems.

RESOURCES

References: *Administration of Schools for Young Children.* 3rd ed. Click and Click.
Introduction to the Business of Child Care. Federlein.
Minimum Standards for Licensed Child Care Centers. Virginia Department of Social Services.

DUTY AREA

COURSE

13. WORKING WITH PARENTS, GUARDIANS, AND GUESTS

CHD 216
CHD 270
CHD 190

TASK/COMPETENCY

13.5 Conduct parent or guardian conference.

PERFORMANCE OBJECTIVE

P13.5 Given instructor-prepared guidelines and a role play situation, conduct a parent or guardian conference. Demonstration should be rated acceptable according to an instructor-prepared checklist.

CRITERION-REFERENCED MEASURE

C13.5 Instructor-prepared checklist, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Discuss four main reasons for conducting parent (guardian)/teacher conferences.
2. Identify eight factors that facilitate positive parent/teacher conferences.
3. Point out six pitfalls to avoid when conducting parent/teacher conferences.
4. Identify agencies to which parents may be referred.

RESOURCES

References: *Home, School, and Community Relations: A Guide to Working with Parents.* 2nd ed. Gestwicki.

DUTY AREA

13. WORKING WITH PARENTS, GUARDIANS, AND GUESTS

COURSE

CHD 270

TASK/COMPETENCY

13.6 Develop a handbook for parents.

PERFORMANCE OBJECTIVE

P13.6 Given both state regulations and several examples of parent handbooks, develop a handbook for parents. Handbook should contain all components as identified in instructor's guidelines.

CRITERION-REFERENCED MEASURE

C13.6 Handbook, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Identify the state regulations regarding written information for parents.
2. Compare the state regulations with the sample parent handbooks.
3. Select the best way to explain (in writing) the state regulations to parents.
4. Outline the contents of a handbook.

RESOURCES

References: *Administration of Schools for Young Children.* 3rd ed. Click and Click.
Introduction to the Business of Child Care. Federlein.
Minimum Standards for Licensed Child Care Centers. Virginia Department of Social Services.

DUTY AREA	COURSE
13. WORKING WITH PARENTS, GUARDIANS, AND GUESTS	CHD 216 CHD 270 CHD 190

TASK/COMPETENCY

13.7 Resolve conflicts.

PERFORMANCE OBJECTIVE

P13.7 Given classroom discussion and instructor-prepared case studies, resolve conflicts. Presentation of resolution should be in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C13.7 Written or oral presentation, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Identify potential conflicts.
2. Outline conflict resolution procedures.
3. Have students practice using "I-messages" and reflective listening techniques.
4. Have students role play situations that could lead to conflicts between parents/guardians and child care employees.

RESOURCES

References: *Administration of Schools for Young Children.* 3rd ed. Click and Click.
Introduction to the Business of Child Care. Federlein.

Duty Area Fourteen

DEVELOPING EMPLOYMENT SKILLS

These tasks are designed for a classroom setting. However, instructors may modify the tasks to reflect work performed in a child care setting.

Secondary School Tasks/Competencies

14.1 Develop a resume.

14.2 Complete an employment application form.

14.3 Demonstrate job interview skills.

14.4 Describe ways of accepting and rejecting offers of employment.

14.5 Demonstrate positive attitudes toward on-the-job activities.

14.6 Demonstrate personal money management skills.

14.7 Explain techniques to ease the impact of job dismissal.

14.8 Identify job promotion skills.

14.9 State career goals and objectives in terms of personal philosophy of child care.

14.10 Identify laws related to the caregiver's role in the care of children.

Postsecondary School Tasks/Competencies

14.11 Model professional ethics.

14.12 Analyze personal philosophy of career goals and objectives in child care occupations.

14.13 Develop a booklet of community agencies and resources that support child care service occupations.

14.14 Identify laws related to the care of children.

DUTY AREA

14. DEVELOPING EMPLOYMENT SKILLS

COURSE

Child Care Services I

TASK/COMPETENCY

14.1 Develop a resume.

PERFORMANCE OBJECTIVE

P14.1 Given sample formats, develop a resume or personal data sheet stating qualifications for a job in child care services. To be acceptable, the finished document must be neatly written or typed, must contain no grammatical or punctuation errors, and must be complete and accurate in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C14.1 Instructor-prepared checklist, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Identify the purposes and benefits of a resume or personal data sheet.
2. Have students determine information to be included on a resume or personal data sheet.
3. Have students list skills learned in child care and state in terms of job qualifications.
4. Explain rules involving references listed on resumes or application forms.
5. Have students complete Worksheet 14.1 (pages 407-408).
6. Explain to students that references should not include relatives and that one should always obtain permission before listing any person as a reference. Have students compile a list of the types of people who would be suitable references.

RESOURCES

References: *Mapping Out Success: A Guide to Navigating the Job Market.* Virginia Department of Education.

WORKSHEET 14.1

PERSONAL DATA

DIRECTIONS: Investigate and record the following information about yourself. Your parents, the school counselor, or a friend you have known for a long time may be very helpful in gathering and organizing your information.

Full name ______________________________
Street address ______________________________
City, state, zip ______________________________
Telephone # ______________________________

Personal information:

Birthdate ______________________________
Birthplace ______________________________
Age ______________________________
Height ______________________________
Weight ______________________________
Health status ______________________________
Marital status ______________________________
Children ______________________________

Education:

Schools attended

SCHOOL	ADDRESS	DATES ATTENDED	GRADES COMPLETED

Subjects studied: ______________________________

Skills:

____

(continued)

WORKSHEET 14.1 (continued)

Activities and Interests:

Club memberships: ____________________

Offices held: ____________________

Awards received: ____________________

Work Experience:

JOB TITLE	EMPLOYER	DATES WORKED	DUTIES

References:

NAME	ADDRESS	TELEPHONE #

DUTY AREA	COURSE
14. DEVELOPING EMPLOYMENT SKILLS	Child Care Services I

TASK/COMPETENCY

14.2 Complete an employment application form.

PERFORMANCE OBJECTIVE

P14.2 Given a sample job application form and personal resume, complete the form according to its instructions, neatly and without error.

CRITERION-REFERENCED MEASURE

C14.2 Instructor-prepared checklist, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define terms related to application forms.
2. List on the chalkboard the categories of information requested on typical application forms: personal data, education and training, military history, employment history, job interests, and references. Have students discuss specific questions under these categories and check their resumes to see how much of the information is included for easy transference to the forms.
3. Invite a local employer to speak to the class about how that firm uses application forms; for example, as a signaling of interest in a job, as a screening tool, as an interview guide, as a resource for checking applicant history, as an employment test, and as a record of information.
4. Explain the importance of filling out forms exactly as instructed.
5. Have students compile a list of "helpful hints" for filling out application forms. Be sure to include dates of employment for students' previous jobs.

RESOURCES

References: *Mapping Out Success: A Guide to Navigating the Job Market.* Virginia Department of Education.

DUTY AREA

14. DEVELOPING EMPLOYMENT SKILLS

COURSE

Child Care Services II

TASK/COMPETENCY

14.3 Demonstrate job interview skills.

PERFORMANCE OBJECTIVE

P14.3 Given a role play situation, demonstrate job interview skills. Skills must be rated acceptable according to the instructor's checklist provided.

CRITERION-REFERENCED MEASURE

C14.3 Instructor's Checklist 14.3 (pages 415-416), all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Explain the importance of adequate preparation for a job interview. Emphasize activities such as *scheduling the interview* (date, time, location, name and position of the interviewer); *investigating the firm* (facts about the firm's organization, size, products, facilities, community standing, and other pertinent information); *gathering needed materials* (copies of resume, calendar, social security card, proof of age, training certificates, pen and paper, and notes on information the applicant wants to secure during the interview); *meeting standards of appearance* (dress and grooming, practice to make a good impression through voice and speech, manners, and attitudes displayed by speech or body language); and *getting to the interview* (traveling arrangements and prompt arrival).

2. Discuss the interview in terms of an information exhange and evaluation instrument for both parties.

3. Have students complete Worksheet 14.3 (pages 413-414) interpreting possible interview questions.

4. Have students compile a list of questions they may need to ask the interviewer regarding job duties, working conditions, pay and benefits, and employer policies. Emphasize that the interviewer may state this information without being asked, and to inquire about items already discussed may indicate that the applicant has poor listening skills; however, the applicant may ask for explanation or clarification.

(continued)

TASK 14.3 (continued)

ENABLING OBJECTIVES/LEARNING ACTIVITIES

5. Have students practice with a partner answering a prepared set of open-ended interview questions.

6. Conduct mock job interviews for a particular job and firm in a setting that is as realistic as possible.

RESOURCES

References: *Mapping Out Success: A Guide to Navigating the Job Market.* Virginia Department of Education.

WORKSHEET 14.3

Directions: In the left column are questions you might be asked by a job interviewer. In the blank, place the letter that shows what the employer might *really* be asking.

	When you are asked:		**The employer might really want to know:**
___	1. Have you missed a lot of days from school?	a.	if you will get along with the supervisor or boss
___	2. Are you often tardy in school?	b.	if you will perform job duties to the best of your ability
___	3. Do you get along well with your teachers?	c.	how well you will abide by work policies and procedures
___	4. Do you get into many fights at school?	d.	your potential for leadership in the work setting
___	5. Do you ever get in trouble for breaking school rules?	e.	if you can meet work deadlines
___	6. Do you do the best work you can in school?	f.	if you will be on time for work
___	7. Do you hand school assignments in on time?	g.	the amount of supervision you might require on the job
___	8. Do you do your chores at home on your own, or does someone have to remind you and check on you?	h.	the length of time you are likely to stay with the firm
___	9. Do you hold any school or club offices?	i.	what your work attendance habits might be
___	10. What are your future work goals?	j.	if you will get along with co-workers.

(See answer key, page 414)

WORKSHEET 14.3

KEY

1. i
2. f
3. a
4. j
5. c
6. b
7. e
8. g
9. d
10. h

INSTRUCTOR'S CHECKLIST 14.3

DUTY: DEVELOPING EMPLOYMENT SKILLS

TASK: Demonstrate job interview skills.

ACTIVITY: Participate in a job interview role play.

ITEM	RATING*	
	Acceptable	Unacceptable
The student 1. Scheduled the interview properly.		
2. Obtained facts about the firm from its own literature, Chamber of Commerce, employees of the firm, etc.		
3. Brought appropriate materials to the interview.		
4. Arrived on time (up to 10 minutes early is acceptable).		
5. Was dressed and groomed appropriately.		
6. Introduced self by full given name.		
7. Called interviewer by title and last name.		
8. Shook hands firmly, if interviewer offered.		
9. Sat down only after being invited.		
10. Let the interviewer set the tone and procedure for the interview.		
11. Maintained good standing and sitting posture.		
12. Maintained facial expressions and body language indicating alertness, enthusiasm, and attentiveness.		
13. Spoke clearly, with appropriate grammar, volume, and rate of speech.		
14. Initiated some of the discussion without interrupting the interviewer.		

*All items must receive acceptable rating.

(continued)

INSTRUCTOR'S CHECKLIST 14.3 (continued)

ITEM	RATING*	
	Acceptable	Unacceptable
15. Answered questions honestly, providing information to support claims.		
16. Answered questions briefly and elaborated if necessary.		
17. Listened to interviewer and made appropriate responses to statements.		
18. Stressed job-related qualifications, strengths, and skills.		
19. Asked questions about job and firm to indicate interest.		
20. Prepared to leave when interviewer signaled the end of the interview.		
21. Confirmed information related to next step.		
22. Thanked the interviewer for his or her time and effort.		
23. Voiced continued interest in the job or explained if no longer interested.		

*All items must receive acceptable rating.

DUTY AREA

14. DEVELOPING EMPLOYMENT SKILLS

COURSE

Child Care Services II

TASK/COMPETENCY

14.4 Describe ways of accepting and rejecting offers of employment.

PERFORMANCE OBJECTIVE

P14.4 Given instructor-prepared case situations and worksheets, describe ways of accepting and rejecting offers of employment. Description should be in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C14.4 Instructor-prepared worksheets, average or above accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Identify and describe various employer traits and attitudes.
2. Identify working conditions via a tour of a child care facility; note the following indicators: noise level, teacher/classroom control, facility, teacher instructions with children.
3. Define terms describing worker traits and attitudes, including examples such as *maturity, responsibility, reliability, loyalty, enthusiasm, honesty, cooperativeness, courtesy, good judgment, flexibility*, and *teamwork*.
4. Have students list worker traits and attitudes they would look for if they were employers.
5. Have students complete and discuss Worksheet 14.4 (pages 419-420).
6. Have students compare pay, benefits, and pros and cons of two or more job offers.

RESOURCES

References: *Mapping Out Success: A Guide to Navigating the Job Market.* Virginia Department of Education.

WORKSHEET 14.4

FROM THE EMPLOYER'S POINT OF VIEW

Case 1:

Phil applied for a job as a computer operator in a small office. His application and resume were very impressive, and Mrs. Fletcher, the owner, called him and asked him to come in for an interview on Wednesday at 4 p. m. Phil asked his sister to give him a ride to the office, and although she agreed, he forgot to remind her, and she never came by to pick him up. Phil paced the floor until 4:15, then called Mrs. Fletcher to reschedule the interview.

1. What do you think Mrs. Fletcher may conclude from Phil's phone call regarding his reliability as an employee?
2. If Phil is not selected for the job at the office, what could he learn from this experience?

Case 2:

Alice and Danny are among several applicants for a job as an electrician's helper at Acme Electrical Corporation. Mr. Johnson, the personnel manager, has narrowed his choice down to the two of them. Alice, though just out of high school, has worked during the summers at an electrical supply store and made excellent grades in school. She is single, lives with her parents, and has told Mr. Johnson during the interview that she intends eventually to continue school and become an engineer. Danny is older, is married with two children, and is just out of the Army. Although he completed an electricity program in high school, he spent his military enlistment as an infantry soldier, so would need some retraining. During the interview, he told Mr. Johnson that he would like to become a licensed electrician and eventually a supervisor at a company like Acme.

1. Which applicant do you think would be a more immediate benefit to Acme?
2. Which applicant is apt to stay longer with the company?
3. If you were Mr. Johnson, which applicant would you select, and why?
4. What would you tell the applicant you did not select?

(continued)

WORKSHEET 14.4 (continued)

Case 3:

Charles knows that he is qualified for a part-time job in the shipping department of a medical supply business; all the skills and knowledge he needs have already been covered in his vocational program. The only thing he is worried about is that during the job interview he admitted that he has gotten four speeding tickets in the last two years. The job description doesn't contain anything about driving a company vehicle, but the interviewer seemed a little concerned about the tickets.

1. What do speeding tickets say to a potential employer about an applicant's maturity and sense of responsibility?

2. Would you hire a person who had been convicted of a crime?

Case 4:

Susan applied for a part-time job at Hoppy's, a local restaurant. Although she was not interested in a food service career, she wanted the extra spending money. Besides, all her friends ate at Hoppy's, so her job wouldn't prevent her from keeping up with the gang. After the interview with the manager, Susan felt pretty good about her chances. She had asked several questions: "How much do you pay?" "When would I get my first raise?" "Do your customers usually leave a tip?" "How often do waitresses here get a break?" and "Would I have to work on Friday nights?"

1. What do you think Susan's questions signaled to the interviewer about her interest in being a good employee?

2. Every job applicant needs to know about salary, working conditions, and schedules. Normally the interviewer will tell an applicant these facts without being asked, but if you have to request the information, are there better ways to phrase these questions?

3. What kinds of questions could Susan ask to indicate that she wanted to be a good employee?

DUTY AREA

14. DEVELOPING EMPLOYMENT SKILLS

COURSE

Child Care Services II

TASK/COMPETENCY

14.5 Demonstrate positive attitudes toward on-the-job activities.

PERFORMANCE OBJECTIVE

P14.5 Given group and individualized instruction, role play activities, and classroom discussion, demonstrate positive attitudes toward on-the-job activities in the classroom and laboratory. Performance will be evaluated on an ongoing basis according to an instructor-prepared checklist; all items must be rated acceptable.

CRITERION-REFERENCED MEASURE

C14.5 Instructor-prepared checklist, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *self-esteem, positive attitude,* and *negative attitude* and give examples of how each attitude can be demonstrated.
2. Explain the relationship between positive attitude and safety.
3. Explain the relationship between positive attitude and health.
4. Explain the relationship between high self-esteem and success in life.
5. Explain the effects of a person's positive and negative attitudes on others (Transparency 14.5, page 423).
6. Have students discuss what they think positive attitude means; lead them to a definition that includes respect for themselves, for other people, and for property. Explain strategies for building self-esteem to be included in their definition.
7. Ask a school counselor or psychologist to speak to the class about the effects of attitude on health, emphasizing positive ways to deal with stress and the importance of maintaining good physical condition.
8. Divide students into groups. Have each group develop a case situation involving a worker who shows a negative attitude and have the rest of the class talk about how to correct it. Give students examples to get them started (absenteeism, tardiness, sloppy dress, disregard of company rules, argumentative behavior, for instance).

(continued)

TASK 14.5 (continued)

ENABLING OBJECTIVES/LEARNING ACTIVITIES

9. Develop a checklist to evaluate student attitudes.
10. Have students discuss how they can apply positive work attitudes to their classroom and lab activities.
11. Have students role play healthy self-esteem competencies in curricular, extra-curricular, and on-the-job activities.

RESOURCES

References: *Mapping Out Success: A Guide to Navigating the Job Market.* Virginia Department of Education.

Transparency 14.5

ATTITUDE

POSITIVE

- THINKS ABOUT WHAT IS GOOD FOR OTHERS
- RESPECTS OTHERS' OPINIONS
- HAS MANY INTERESTS
- SMILES
- ADMITS MISTAKES
- IS WILLING TO CHANGE
- ACCEPTS RESPONSIBILITY

NEGATIVE

- DOES NOT SMILE
- COMPLAINS ABOUT EVERYTHING
- HAS FEW INTERESTS, IS OFTEN BORED
- IS NOT WILLING TO CHANGE
- BLAMES OTHERS FOR MISTAKES
- THINKS ONLY ABOUT WHAT IS 'GOOD FOR ME'
- FORCES OWN OPINION ON OTHERS
- OFTEN MAKES EXCUSES

DUTY AREA

14. DEVELOPING EMPLOYMENT SKILLS

COURSE

Child Care Services II

TASK/COMPETENCY

14.6 Demonstrate personal money management skills.

PERFORMANCE OBJECTIVE

P14.6 Given information on budgeting and management of funds, demonstrate personal money management skills by establishing a personal budget and maintaining a record of all income and expenditures for a specified period. To be rated acceptable, expenses must not exceed income during the budget period, and project must be in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C14.6 Personal budget and expense records, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *budget, income, fixed expenses, variable expenses, credit, deficit spending, checking account, savings, contingency funds, interest*, and *hidden costs.* List examples of how each applies to a personal situation.

2. Explain methods of estimating variable expenses.

3. Discuss how personal money management can be a "job-keeping skill" by exploring potential results of ineffective management of personal funds: indebtedness, legal problems, loss of self-esteem, or stress, all of which can affect job behavior.

4. Have students write down the amount of money they last received from any source (paycheck, gift, allowance, loan) and see if they can account for all of it. Emphasize that recording all expenses is a first step toward budgeting.

5. Give students examples of budgeting goals that could be considered short-term, intermediate, and long-term, such as concert tickets, a new suit, and a trip to California; ask them to set at least three goals of each type and rank each in order of priority.

(continued)

TASK 14.6 (continued)

ENABLING OBJECTIVES/LEARNING ACTIVITIES)

6. Discuss advantages and disadvantages of buying on credit and explain how a credit rating may be established.

7. Invite a bank representative to speak to the class about banking services.

8. Have students list the hidden costs in buying a car, including interest charges, depreciation, maintenance, insurance, and operational costs.

9. Develop forms on which students can write their budget, including income, fixed and variable expenses, and savings.

RESOURCES

References: *Mapping Out Success: A Guide to Navigating the Job Market.* Virginia Department of Education.

DUTY AREA

14. DEVELOPING EMPLOYMENT SKILLS

COURSE

Child Care Services II

TASK/COMPETENCY

14.7 Explain techniques to ease the impact of job dismissal.

PERFORMANCE OBJECTIVE

P14.7 Given information on factors that figure in involuntary job termination, explain techniques to ease the impact of dismissal by completing a written test with average or above accuracy.

CRITERION-REFERENCED MEASURE

C14.7 Instructor-prepared written test, average or above accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Use Handout 14.7 (pages 429-430) to initiate discussion of reasons a worker may be dismissed from a job.
2. Ask a local child care employer to speak to the class about the company's policies on employee dismissal, severance pay, and grievance procedures.
3. Display a sample of an application for unemployment benefits. Obtain from the local Employment Commission office any other literature on eligiblity or benefits for student reference.
4. Review Task 14.6 on budgeting, emphasizing the concept of contingency planning. Stress that dismissed workers have job-hunting and daily living expenses that must be budgeted.
5. Develop case situations related to the child care career that illustrate reasons for dismissal and have students identify techniques called for to ease the impact of the dismissal in each case.

RESOURCES

References: *Mapping Out Success: A Guide to Navigating the Job Market.* Virginia Department of Education.

HANDOUT 14.7

HOW TO LOSE YOUR JOB WITHOUT REALLY TRYING

Getting Fired

There are two basic reasons workers get fired by their employers: poor job performance and poor work attitude.

A worker who has prepared for a job, who has chosen an appropriate job, who has been carefully selected by the employer, and who puts forth the necessary effort during the training or probation period is unlikely to lose a job because of poor job performance.

Most workers who get fired are dismissed because they fail to get along with the supervisor, co-workers, or customers, or they fail to follow company rules and policies. An employee who frequently comes to work late or is often absent; who is rude or disrespectful; who shows up for work under the influence of drugs or alcohol; who refuses to follow safety rules; or who steals from the employer can lose a job very quickly.

People who are fired because of poor attitude often have trouble obtaining work because of a bad reference. They cannot get unemployment benefits, and therefore often suffer severe financial difficulties. In other words, getting fired can cause

- loss of pay
- loss of benefits
- loss of reputation
- loss of self-respect.

A worker who is fired needs first to find out from the supervisor the exact cause of the dismissal. If the charges seem to be unfair, the worker should pursue any available company grievance procedures to defend his or her employee rights. However, the most important task for a worker dismissed because of poor attitude is a serious self-examination and attempt at improvement. Sometimes this may involve professional help.

Getting Laid Off

Sometimes workers lose their jobs through reasons beyond their control:

- The company reduces its work force or shuts down due to lack of work or a slump in business.
- The company moves to a location beyond commuting distance.

(continued)

HANDOUT 14.7 (continued)

- The company initiates new procedures or installs new equipment that eliminates some jobs.
- The company stops performing certain operations.

Softening the Blow

Losing a job is a frightening experience. Fortunately, there are steps to take that can ease the impact of dismissal:

1. Ask for severance pay.
2. Apply for unemployment insurance payments.
3. Begin looking for a new job.
4. Budget available funds for a long job search.

Most companies that have to lay off workers give them either two weeks' *notice* or two weeks' pay if they must let them go right away. In addition, *severance pay* may be given to experienced workers. The amount is usually determined by length of service.

Unemployment insurance benefits are weekly sums paid to eligible workers who lose their jobs through no fault of their own. These payments, based on a worker's past wages, can help meet basic expenses during a period of unemployment. Eligibility is determined by law; however, the following are **not** eligible:

- those who quit or are fired
- those unable to work
- those unwilling to work
- those on vacation from a job
- those out of work because of a labor dispute.

The worker who is dismissed from a job needs a positive job-hunting program. An employer who is forced to lay off workers will normally give them a good reference to help them compete in the job market. However, if many people are out of work in a community, laid off workers need to examine their options regarding retraining or moving to a new place.

Dismissed workers must budget their money carefully. They must cut down their spending to the basic necessities. The value of contingency planning (saving money for emergencies) becomes painfully clear to people who are faced with a long search for reemployment.

DUTY AREA

14. DEVELOPING EMPLOYMENT SKILLS

COURSE

Child Care Services II

TASK/COMPETENCY

14.8 Identify job promotion skills.

PERFORMANCE OBJECTIVE

P14.8 Given an instructor-prepared list of criteria employers normally use when considering employee promotions, identify job promotion skills in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C14.8 Instructor-prepared quiz or Worksheet 14.8 (pages 433-434), completed with average or above accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Initiate discussion of what promotion and more responsibility normally mean for workers. Have students talk about these in terms of child care careers.
2. Discuss the importance of flexibility in career planning in order to take advantage of opportunities.
3. Have students define terms related to advancement criteria.
4. Have students investigate training and educational opportunities in the local community and prepare a resource list for the bulletin board.
5. List types of responsibility resulting from promotion.
6. Define *initiative*, *cooperation*, *perseverance*, and *adaptability*.
7. List training and educational opportunities in the local community that can help prepare a worker for advancement.
8. Explain the concept of flexible goals.
9. Identify professional ethics concepts.

RESOURCES

References: *Mapping Out Success: A Guide to Navigating the Job Market.* Virginia Department of Education.

WORKSHEET 14.8

PLANNING TO GET AHEAD

Knowledge of Your Job. List at least five duties a child care worker would need to be able to do.

Quality of Work. How is the quality of work performance measured? Who would evaluate your work?

Quantity of Work. In child care occupations, what does being a productive worker mean?

Initiative. As a child care worker, are there tasks you might perform outside your immediate job duties when you have finished your own work?

Perseverance. Almost every job has tasks that are boring or repetitive. Name two of these kinds of tasks you would have to stick with until they are done.

(continued)

WORKSHEET 14.8 (continued)

Social Skills. Would you mostly work alone or as a member of a team? How much contact would be required with the public or with other employees that are not your direct co-workers?

Cooperation. Cooperation with co-workers and your supervisor is considered very important for promotion. It is even more important to be able to get along with difficult people. Describe a situation that might occur in this job which would require you to deal with a conflict with another person. Tell how you would handle the situation.

Ability to Think. What kinds of decisions would you be expected to make? What kinds of problems would you have to solve? List at least three.

Adaptability. Describe a situation that would require you to adapt to change--for example, new tasks that might be assigned, or a new way of doing a familiar task.

Training. What kind of training would you have to have in order to be promoted? Where would you get the training? On the job? At a tech center? At a university or community college? In adult education classes? Through correspondence courses?

DUTY AREA		COURSE
14.	DEVELOPING EMPLOYMENT SKILLS	Child Care Services II

TASK/COMPETENCY

14.9 State career goals and objectives in terms of personal philosophy of child care.

PERFORMANCE OBJECTIVE

P14.9 Given information previously determined on child care occupations and post-high school options, state career goals and objectives in terms of personal philosophy of child care. Statement should be in the form of an essay prepared in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C14.9 Essay on career goals, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *career goal* and *career objectives.*
2. Use Handout 14.9 (pages 437-438) to initiate discussion of career goals and objectives and the ways people's views of these important decisions have changed.
3. Explain the impact of changing technology, economic conditions, and needs of society on the job market.
4. Have students identify individually preferred work mode(s).
5. Have students identify individually preferred job duties. Have them emphasize taking a job that they might not want.
6. Determine advantages of various post-high school options. Ask the school guidance counselor to speak to the class about additional opportunities for career counseling through the school system, community agencies, and private counseling firms. Post a resource list for the local community on the bulletin board (Worksheet 14.9, pages 439-440).

RESOURCES

References: *Mapping Out Success: A Guide to Navigating the Job Market.* Virginia Department of Education.

HANDOUT 14.9

CAREER GOALS AND WHAT THEY MEAN

What is a Career Goal?

A career goal is the end product of a long-range occupational plan. By definition, it is a stage that realistically can be reached by accomplishing objectives, or steps, organized to attain it.

Yesterday's View

People view career goals and work differently today than they did in the past. It used to be that young people were strongly encouraged to set occupational goals very early in life and proceed toward them in a straight line. Some were programmed into particular business, industrial, or domestic (home) slots by family, school, economic, or social pressures. Individual talents and aptitudes were not considered as important as job security and the ability to make a living wage.

In the past, many people worked all their lives for one company. They started at the bottom, earned whatever promotions they could, and then retired. "Job hopping" was considered a sign of immaturity and irresponsibility.

Today's View

It is true that some people still view careers and work the same way. However, the job market is different today. Changes in technology and the attitudes of society affect the decisions of individual workers about their careers. New occupations are emerging and some old jobs are becoming obsolete.

People who work for 40 or 50 years may have two or three different careers in their lifetime. Workers today demand jobs that are personally satisfying and fit their lifestyles. Changing jobs--as long as it is done for constructive reasons and is carefully planned--is looked upon today as a sign of initiative. (Good reasons for changing jobs include a chance for advancement, expansion of experience, the opportunity to learn new skills, or the escape from intolerable work conditions.)

Economic conditions and improvements in technology are two factors which affect the job market and filter down to individual workers, thus affecting their career goals. For example, the person who makes or sells new cars for a living will prosper when economic conditions are good and consumers have money to spend. The person who repairs cars will prosper more when economic conditions are depressed, as consumers are more likely to hold on to their cars. However, even when economic conditions are good, the car maker or mechanic can be replaced by a robot or a diagnostic computer.

(continued)

HANDOUT 14.9 (continued)

Another factor that affects the job market and career goals is the shift in attitude concerning sex equity in employment. Certain occupations once reserved for men only (for example, engineer, mechanic, airline pilot) or women only (for example, nurse, secretary, kindergarten teacher) are slowly opening up to qualified applicants of either sex. This means even more choices and opportunities available for people setting career goals today.

Why Set a Career Goal?

If all this is true about the rapidly shifting job market and career changes, then why should the high school student set a career goal? There are several very important reasons:

- The career goal-setting process means examining yourself and performing research on occupations. Going through this process helps you determine what your values, needs, interests, and aptitudes are at the present time. This knowledge increases your self-confidence and provides energy for other activities.

- People do not just "fall into" exciting, challenging careers. The aimless wandering from job to job, trying out different occupations in an attempt to "find yourself" can be expensive in time, effort, and money. Even a person who continues to explore career interests after high school needs a basis for comparison--a "hook" on which to hang a search.

- Competition for jobs exists to a certain degree in any field. Employers are not impressed with applicants who have no idea what they want from life. Having a career goal--even if it turns out to be temporary--shows a potential employer that you are serious about your work, that you can organize your priorities, and that you are a skilled decision-maker.

WORKSHEET 14.9

CHOICES, CHOICES

After obtaining information concerning your post-high school options and considering the factors listed below, identify the advantages and disadvantages of each option according to your personal opinion.

I. IMMEDIATE EMPLOYMENT

Factors to consider:

- Entry-level job(s) for which you are qualified and interested
- Availability of jobs
- Beginning wages and benefits offered
- Employers' advancement/promotion policies
- Opportunity for on-the-job training
- Other____

Advantages	Disadvantages

II. INTERNSHIP TRAINING (if applicable)

Factors to consider:

- Availability of internships in your local community
- Number of classroom hours required
- Types of courses required
- Beginning wages
- Other____

Advantages	Disadvantages

(continued)

WORKSHEET 14.9 (continued)

III. HIGHER EDUCATION

Factors to consider:

- Entrance requirements
- Cost
- Chance to explore other fields
- Exposure to different people, ideas, and cultures
- Credit given for courses already completed (articulated programs)
- Level of employment you will be prepared for upon graduation
- Other____

Advantages	Disadvantages

IV. MILITARY SERVICE

Factors to consider:

- Opportunity for training in your chosen field
- Any credit for high school program completed
- Time to be served
- Opportunity for travel
- Structured environment
- Other____

Advantages	Disadvantages

DUTY AREA

14. DEVELOPING EMPLOYMENT SKILLS

COURSE

Child Care Services II

TASK/COMPETENCY

14.10 Identify laws related to the caregiver's role in the care of children.

PERFORMANCE OBJECTIVE

P14.10 Given the *Minimum Standards for Licensed Child Care Centers*, identify the laws related to the caregiver's role in the care of children. State guidelines must be followed, as well as instructor's guidelines.

CRITERION-REFERENCED MEASURE

C14.10 Student-developed booklet, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Distribute copies of the current licensing standards to review through class discussion.
2. Have students identify laws directly relating to the care of children.
3. In a student-developed booklet, have students list laws relating to the care of children. Include the following topics:
    a. Child labor laws
    b. Minimum wage
    c. July 1 - Importance of the new fiscal year for changes in laws (new laws, minimum standards, center policy)
    d. Insurance.
4. Invite a resource person to speak on laws relating to child care.

RESOURCES

References: *Minimum Standards for Licensed Child Care Centers.* Virginia Department of Social Services.

DUTY AREA

14. DEVELOPING EMPLOYMENT SKILLS

COURSE

CHD 216

TASK/COMPETENCY

14.11 Model professional ethics.

PERFORMANCE OBJECTIVE

P14.11 Given an opportunity to work in a day care setting, model professional ethics. Performance should be in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C14.11 Ongoing evaluation, acceptable rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *ethics*, *modeling*, *ethos*, and *values*.
2. Review job advancement skills.
3. Have students analyze child care employee case situations and identify ethical considerations. Discuss methods of resolving potential conflicts or problems.

RESOURCES

References: None identified.

DUTY AREA

14. DEVELOPING EMPLOYMENT SKILLS

COURSE

CHD 216

TASK/COMPETENCY

14.12 Analyze personal philosophy of career goals and objectives in child care occupations.

PERFORMANCE OBJECTIVE

P14.12 Given information previously determined on individual traits and values, child care occupations, four-year education options, and stated personal philosophy, analyze personal philosophy of career goals and objectives in child care occupations. Analysis should be in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C14.12 Student essay, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Review individual traits and values, child care occupations, career options, and personal philosophy.
2. Discuss career goals and their meaning.
3. Emphasize the importance of career goal-setting at this stage, even though the student's goals may change later in life.
4. Have students determine advantages and disadvantages of various postsecondary education options.
5. Have students develop or update resume.

RESOURCES

References: None identified.

DUTY AREA

14. DEVELOPING EMPLOYMENT SKILLS

COURSE

CHD 216

TASK/COMPETENCY

14.13 Develop a booklet of community agencies and resources that support child care service occupations.

PERFORMANCE OBJECTIVE

P14.13 Given classroom instruction, develop a booklet of community agencies and resources that support child care service occupations. Booklet should be prepared in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C14.13 Student booklet, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Have students research community agencies and resources and write a summary of each.
2. Invite a speaker to discuss the support services available.
3. Discuss the benefits of using community resources.

RESOURCES

References: *Richmond's Services for Infants, Toddlers, and Families.* Virginia Department of Social Services.

DUTY AREA

14. DEVELOPING EMPLOYMENT SKILL

COURSE

CHD 216

TASK/COMPETENCY

14.14 Identify laws related to the care of children.

PERFORMANCE OBJECTIVE

P14.14 Given the *Minimum Standards for Licensed Child Care Centers*, identify the laws related to the caregiver's role in the care of children. State guidelines must be followed, and identification should be in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C14.14 Instructor-prepared test, average or above accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Distribute copies of the current licensing standards.
2. Have students analyze laws and regulations in relation to type and size of centers.
3. Invite a speaker to discuss current, pending, and suggested legislation.

RESOURCES

References: *Minimum Standards for Licensed Child Care Centers*. Virginia Department of Social Services.

Duty Area Fifteen

OPTIONAL

ADMINISTERING CHILD CARE PROGRAMS*

These tasks are designed for a classroom setting. However, instructors may modify the tasks to reflect work performed in a child care setting.

Postsecondary School Tasks/Competencies

15.1 Develop a daily, weekly, and monthly schedule for children and staff.

15.2 Develop a plan to promote a child care program.

15.3 Devise a plan for interviewing children and families.

15.4 Develop a plan for implementing and evaluating parent education/involvement in child care programs.

15.5 Plan physical layout of facility.

15.6 Develop a policy handbook incorporating state licensure regulations.

15.7 Develop a plan for supervising maintenance of the physical plant.

15.8 Develop a plan for purchasing equipment and supplies.

15.9 Develop a plan to conduct a developmentally appropriate program evaluation.

15.10 Develop a recordkeeping plan.

15.11 Develop a plan for conducting a home visit.

15.12 Describe procedures for hiring and dismissing employees.

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* The tasks included in this duty area are currently offered in CHD 270, Administration of Early Childhood Programs. This course is an optional course for a student enrolled in the Child Care Program. However, these tasks were strongly recommended by the Panel of Experts of Child Day Care Directors for any student interested in running his or her own center or for applying for position of Director of a Center. Therefore, a student would be encouraged to select this course as an elective.

DUTY AREA		COURSE
15.	ADMINISTERING CHILD CARE PROGRAMS	CHD 270

TASK/COMPETENCY

15.1 Develop a daily, weekly, and monthly schedule for children and staff.

PERFORMANCE OBJECTIVE

P15.1 Given licensing regulations, guidelines, and a group care setting situation, develop a daily, weekly, and monthly schedule for children and staff. Schedule must reflect licensing requirements and be completed in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C15.1 Written schedule, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Review developmental needs of age range of children served in group care setting.
2. Analyze the physical plant.
3. Determine human resources available.
4. Analyze material resources available.
5. Analyze budget allotted for human resources.
6. Determine current relevant labor laws.
7. Review state licensure requirements for child-staff ratios.

RESOURCES

References: *Administration of Schools for Young Children*. 3rd ed. Click and Click.
Developing and Administering a Child Care Center. 2nd ed. Sciarra and Dorsey.
Introduction to the Business of Child Care. Federlein.

DUTY AREA		**COURSE**
15.	ADMINISTERING CHILD CARE PROGRAMS	CHD 270

TASK/COMPETENCY

15.2 Develop a plan to promote a child care program.

PERFORMANCE OBJECTIVE

P15.2 Given instruction in marketing, develop a plan to promote a child care program. Plan should be in accordance with instructor guidelines.

CRITERION-REFERENCED MEASURE

C15.2 Written plan, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Discuss basic principles of marketing.
2. Review examples of materials promoting child care programs.
3. Have students develop written materials for promoting a special child care program event.
4. Have students determine community resources.
5. Have students analyze budget allotted for marketing.

RESOURCES

References: *Administration of Schools for Young Children*. 3rd ed. Click and Click.
Developing and Administering a Child Care Center. 2nd ed. Sciarra and Dorsey.
Introduction to the Business of Child Care. Federlein.

DUTY AREA

15. ADMINISTERING CHILD CARE PROGRAMS

COURSE

CHD 216
CHD 270

TASK/COMPETENCY

15.3 Devise a plan for interviewing children and families.

PERFORMANCE OBJECTIVE

P15.3 Given instruction in public relations, parent involvement, and appropriate interviewing practices, develop a plan for interviewing children and families, according to instructor's guidelines.

CRITERION-REFERENCED MEASURE

C15.3 Written plan, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Review concerns and needs of parents seeking child care.
2. Have students develop goals for parent orientation.
3. Have students develop goals for child orientation.
4. Review basic principles of public relations.
5. Have students develop format for a parent interview.
6. Have students determine materials needed for parent interview.
7. Have students develop procedures for follow-up to interviews.
8. Have students analyze setting for conducting interviews.

RESOURCES

References: *Administration of Schools for Young Children.* 3rd ed. Click and Click.
Introduction to the Business of Child Care. Federlein.

DUTY AREA — COURSE

15. ADMINISTERING CHILD CARE PROGRAMS — CHD 270

TASK/COMPETENCY

15.4 Develop a plan for implementing and evaluating parent education/involvement in child care programs.

PERFORMANCE OBJECTIVE

P15.4 Given instruction in comprehensive child development programs involving home, school, and community, develop a plan for implementing and evaluating parent education/involvement in child care programs. Plan should be in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C15.4 Written plan, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Have students review and role play desirable teaching behaviors.
2. Have students develop teaching goals and objectives for quality parenting workshops.
3. Prioritize reasons for parent involvement/education in child care centers.
4. Have students develop a series of workshops to emphasize the roles of parents as effective caretakers of children.
5. Have students organize a collection of resources for implementing parent education/involvement workshops.
6. Have students develop a plan to involve parents as facilitators for teaching learning workshops.
7. Have students develop a format for evaluating the effectiveness of parent training sessions. Discuss possible reactions and reviews, as well as ways to make changes for future workshops.

(continued)

TASK 15.4 (continued)

RESOURCES

References: *Administration of Schools for Young Children.* 3rd ed. Click and Click.

Developing and Adminstering a Child Care Center. 2nd ed. Sciarra and Dorsey.

Introduction to the Business of Child Care. Federlein.

DUTY AREA		**COURSE**
15.	ADMINISTERING CHILD CARE PROGRAMS	CHD 270

TASK/COMPETENCY

15.5 Plan physical layout of facility.

PERFORMANCE OBJECTIVE

P15.5 Given sample layouts and a group care setting situation, plan the physical layout of the facility. Written plan must reflect licensing requirements and be presented in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C15.5 Written plan, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Review safety requirements per age range served.
2. Differentiate among planning facilities for infant/toddler, for preschooler, and for school-age programs.
3. Review state licensure requirements for physical plant.
4. Differentiate between active and inactive areas.
5. Differentiate between administrative/storage/support space and child inhabited areas.

RESOURCES

References: *Administration of Schools for Young Children.* 3rd ed. Click and Click.
Developing and Administering a Child Care Center. 2nd ed. Sciarra and Dorsey.
Introduction to the Business of Child Care. Federlein.

DUTY AREA		**COURSE**
15.	ADMINISTERING CHILD CARE PROGRAMS	CHD 270

TASK/COMPETENCY

15.6 Develop a policy handbook incorporating state licensure regulations.

PERFORMANCE OBJECTIVE

P15.6 Given a group care setting, develop a policy handbook incorporating state licensure regulations. Handbook must contain evacuation procedures, information for parents/guardians, and employee information. All components of handbook as specified in instructor's guidelines must be included.

CRITERION-REFERENCED MEASURE

C15.6 Student-developed handbook, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Have students write fire and disaster plans.
2. Have students establish emergency evacuation procedure.
3. Have students design and implement organizational chart.
4. Have students develop field trip procedures.
5. Have students list health requirements.
6. Have students outline procedures for payment of services.
7. Have students list program goals.
8. Have students identify program philosophy.
9. Have students identify staff/child evaluation process.
10. Have students explain admission requirements/termination conditions.

RESOURCES

References: *Administration of Schools for Young Children.* 3rd ed. Click and Click.
Developing and Administering a Child Care Center. 2nd ed. Sciarra and Dorsey.
Introduction to the Business of Child Care. Federlein.
Minimum Standards for Licensed Child Care Centers. Virginia Department of Social Services.

DUTY AREA		COURSE
15.	ADMINISTERING CHILD CARE PROGRAMS	CHD 270

TASK/COMPETENCY

15.7 Develop a plan for supervising maintenance of the physical plant.

PERFORMANCE OBJECTIVE

P15.7 Given guidelines, sample formats, and a case situation, develop a plan for supervising the maintenance of the physical plant. Plan must meet all criteria outlined in instructor's guidelines.

CRITERION-REFERENCED MEASURE

C15.7 Written plan, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. List all vehicles and equipment, and maintenance schedules of each.
2. Review state licensure requirements for physical plant/equipment.
3. List all machinery/equipment.
4. Analyze budget allotted for maintenance.
5. List repair services available.

RESOURCES

References: *Administration of Schools for Young Children*. 3rd ed. Click and Click.
Developing and Administering a Child Care Center. 2nd ed. Sciarra and Dorsey.
Introduction to the Business of Child Care. Federlein.
Minimum Standards for Licensed Child Care Centers. Virginia Department of Social Services.

DUTY AREA		COURSE
15.	ADMINISTERING CHILD CARE PROGRAMS	CHD 270

TASK/COMPETENCY

15.8 Develop a plan for purchasing equipment and supplies.

PERFORMANCE OBJECTIVE

P15.8 Given guidelines and information relating to inventory and depletion figures, develop a plan for purchasing equipment and supplies. Plan must address all criteria provided in instructor's guidelines.

CRITERION-REFERENCED MEASURE

C15.8 Written plan, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Have students analyze budget allotted for equipment and supplies.

2. Have students assess equipment and supply needs per age range served.

3. Have students determine purchasing policies.

4. Have students review daily, weekly, monthly calendar of activities for projecting usage of supplies.

RESOURCES

References: *Early Childhood Program Management: People and Procedures.* 2nd ed. Taylor.

DUTY AREA		COURSE
15.	ADMINISTERING CHILD CARE PROGRAMS	CHD 270

TASK/COMPETENCY

15.9 Develop a plan to conduct developmentally appropriate program evaluation.

PERFORMANCE OBJECTIVE

P15.9 Given a case situation and instructor's guidelines, develop a plan to conduct a developmentally appropriate program evaluation. Plan must address all criteria provided in instructor's guidelines.

CRITERION-REFERENCED MEASURE

C15.9 Written plan, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Review program goals/objectives.
2. Discuss observation techniques.
3. Discuss methods of recording anecdotal information.
4. Identify and explain examples of commercial tests.
5. Discuss parent role/interaction in process.
6. Identify means for follow-up to evaluation.

RESOURCES

References: *Administration of Schools for Young Children*. 3rd ed. Click and Click.
Developing and Administering a Child Care Center. 2nd ed. Sciarra and Dorsey.
Introduction to the Business of Child Care. Federlein.

DUTY AREA ## COURSE

15. ADMINISTERING CHILD CARE PROGRAMS CHD 270

TASK/COMPETENCY

15.10 Develop a recordkeeping plan.

PERFORMANCE OBJECTIVE

P15.10 Given a group care setting, develop a recordkeeping plan for children's and staff records. All licensing requirements must be addressed. Plan should be in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C15.10 Recordkeeping plan, rated at 100% accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Review state licensure requirements.
2. Analyze insurance regulations.
3. Assess methods of recording information daily, weekly, monthly, and yearly.
4. Have students develop uniform instrument appropriate to age ranges served.
5. Have students preview computer software packages.
6. Describe relevant labor laws.
7. Have students develop job descriptions and list of qualifications.
8. Have students develop evaluation instruments.
9. Have students determine conference formats.
10. Have students outline job termination procedures.

RESOURCES

References: *Administration of Schools for Young Children*. 3rd ed. Click and Click.
Developing and Administering a Child Care Center. 2nd ed. Sciarra and Dorsey.
Introduction to the Business of Child Care. Federlein.

DUTY AREA		**COURSE**
15.	ADMINISTERING CHILD CARE PROGRAMS	CHD 270

TASK/COMPETENCY

15.11 Develop a plan for conducting a home visit.

PERFORMANCE OBJECTIVE

P15.11 Given a case situation, develop a plan for conducting a home visit. Plan should be in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C15.11 Written or oral presentation of plan, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define purpose for home visit.
2. Discuss timing and duration of visit.
3. Discuss appropriate behavior for visitor.
4. Identify and discuss follow-up responsibilities/procedures.

RESOURCES

References: *Administration of Schools for Young Children.* 3rd ed. Click and Click.
Developing and Administering a Child Care Center. 2nd ed. Sciarra and Dorsey.
Home, School, and Community Relations: A Guide to Working with Parents. 2nd ed. Gestwicki.
Introduction to the Business of Child Care. Federlein.

DUTY AREA | COURSE

15. ADMINISTERING CHILD CARE PROGRAMS CHD 270

TASK/COMPETENCY

15.12 Describe procedures for hiring and dismissing employees.

PERFORMANCE OBJECTIVE

P15.12 Given legal requirements and guidelines, describe procedures for hiring and dismissing employees. Description should be in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C15.12 Instructor-prepared test, average or above accuracy

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Discuss and have students prepare job descriptions.
2. Define and discuss the *Equal Opportunity Act of 1972*.
3. Review Affirmative Action guidelines.
4. Describe the appropriate atmosphere for employee interview/termination.
5. Formulate list of open-ended questions.
6. Define, discuss, and analyze *contracts/letters of agreement/verbal agreements*.
7. Identify procedures for disciplinary actions.
8. Describe written and verbal discipline.
9. Discuss importance of documentation.
10. Define and discuss *consequences vs. infractions*.

RESOURCES

References: *Administration of Schools for Young Children*. 3rd ed. Click and Click.
Developing and Administering a Child Care Center. 2nd ed. Sciarra and Dorsey.
Introduction to the Business of Child Care. Federlein.

SECTION III

Sample Teaching Sequences

CLASSROOM APPLICATIONS

Section III is addressed to the classroom instructor. It contains course descriptions and sample teaching sequences for the secondary courses Child Care Services I and Child Care Services II. The two sequences are offered by child care instructors from Richmond area school systems as suggested ways to order the tasks analyzed in Section II when teaching the tasks to students in the classroom. The decimal numbers refer to the tasks summarized in the Master Task List on pages 37-46 and expanded in the Task Analyses on pages 49-475.

Some tasks are repeated in both Child Care Services I and II because the content of the task is course-based (e.g., 1.1: Identify classroom regulations and procedures) or is evolving in nature (e.g., 1.2: Participate in HERO activities). Tasks designated as "Review" are incorporated in the teaching sequence for Child Care Services II as needed, based on students' cooperative education settings. When appropriate, tasks are reviewed to address practical application experiences.

As with the enabling objectives/learning activities, the teaching sequences in Section III are meant to be adapted as appropriate for the individual child care classroom and program.

CHILD CARE SERVICES I

Course Description

This program provides training in the care and guidance of infants, toddlers, and preschoolers. Students gain skills through the study of infant and child development, creative activities, health, food and nutrition, and safety. In the on-site child care center, the students implement learning activities, supervise play, and serve snacks and meals. Students learn how to complete a resume and job application so that they will be prepared for after-school or summer employment opportunities.

Sample Teaching Sequence

1. 1.1 Identify classroom regulations and procedures.
2. 1.2 Research job opportunities in the child care field.
3. 1.3 Describe the types of child care settings.
4. 1.4 Participate in HERO activities.
5. 2.1 Describe physical development of the infant.
6. 2.2 Describe emotional development of the infant.
7. 2.3 Describe social development of the infant.
8. 2.4 Describe cognitive development of the infant.
9. 2.5 Identify factors that influence an infant's behavior.
10. 2.6 List ways of communicating with an infant.
11. 2.7 Lift, hold, and carry an infant.
12. 2.8 Bathe and dress an infant.
13. 3.1 Describe physical development of the toddler.
14. 3.2 Describe emotional development of the toddler.
15. 3.3 Describe social development of the toddler.
16. 3.4 Describe cognitive development of the toddler.
17. 3.5 Identify procedures for bathing and dressing a toddler.
18. 3.6 Identify factors that influence a toddler's behavior.
19. 4.1 Describe physical development of the preschooler.
20. 4.2 Describe emotional development of the preschooler.
21. 4.3 Describe social development of the preschooler.
22. 4.4 Describe cognitive development of the preschooler.
23. 4.5 Identify factors that influence a preschool-age child's behavior.
24. 9.1 Implement music activities.
25. 9.2 Implement art activities.
26. 9.3 Implement dramatic play activities.
27. 9.4 Implement activities that employ math skills.
28. 9.5 Implement activities that stimulate and enhance gross motor development.
29. 9.6 Implement activities that stimulate and enhance fine motor development.
30. 9.7 Implement language arts activities.
31. 9.8 Implement science activities.
32. 9.9 Implement social studies activities.
33. 9.10 Implement activities involving food and cooking.
34. 9.11 Prepare bulletin board display.
35. 9.12 Operate audiovisual equipment.
36. 9.13 Develop a plan for field trips.
37. 7.1 Perform a health check to identify and promote health care habits of young children.

SAMPLE TEACHING SEQUENCE CHILD CARE SERVICES I (continued)

38.	7.2	Identify symptoms of child abuse/neglect and procedures for reporting suspected cases of child abuse/neglect.
39.	7.3	Identify dental care procedures.
40.	7.4	Identify techniques used for independent dressing skills.
41.	7.5	Describe bathroom monitoring procedures.
42.	7.6	Prepare area for rest/nap time.
43.	7.7	Take body temperature.
44.	7.8	Describe childhood allergies.
45.	7.9	Describe diseases common to infants, toddlers, preschoolers, and school-age children.
46.	8.1	Identify safety procedures for facility, equipment, and supplies.
47.	8.2	Identify staff-to-children ratio requirements for the position of aide or assistant.
48.	8.3	Demonstrate methods for teaching safety habits to young children.
49.	8.4	Supervise students in a practice disaster drill.
50.	8.5	Identify procedures to follow in case of a major accident.
51.	8.6	Complete incident/accident report.
52.	11.1	Describe sources of infection and methods for controlling the spread of infection.
53.	11.2	Change diapers.
54.	11.3	Sanitize changing area, crib, potty, bathroom, and toys.
55.	12.1	Serve meals and snacks.
56.	12.2	Set and clear tables for children's meals and snacks.
57.	12.3	Supervise meal or snack.
58.	12.4	Wash and store dishes, glassware, silverware, and utensils.
59.	14.1	Develop a resume.
60.	14.2	Complete an employment application form.

CHILD CARE SERVICES II

Course Description

This program emphasizes increased job skills through advanced study of employment information, center policies and procedures, basic child development of the school-age child and the special needs child, work with parents, and entrepreneurship opportunities. The student gains extensive experience working with children in the on-site child care center. Concepts and skills taught in Child Care Services I are reviewed as they apply to students' firsthand experiences in the child care center setting.
Prerequisite: Child Care Services I

Sample Teaching Sequence

1. 1.1 Identify classroom regulations and procedures.
2. 1.4 Participate in HERO activities.
3. 1.5 Examine entrepreneurship opportunities.
4. 12.1 Serve meals and snacks.
5. 12.2 Set and clear tables for children's meals and snacks.
6. 12.3 Supervise meal or snack.
7. 12.4 Wash and store dishes, glassware, silverware, and utensils.
8. 4.5 Identify factors that influence a prechool-age child's behavior. (Review)
9. 7.5 Describe bathroom monitoring procedures. (Review)
10. 8.1 Identify safety procedures for facility, equipment, and supplies. (Review)
11. 8.2 Identify staff-to-children ratio requirements for the position of aide or assistant. (Review)
12. 8.3 Demonstrate methods for teaching safety habits to young children. (Review)
13. 8.4 Supervise students in a practice disaster drill. (Review)
14. 8.5 Identify procedures to follow in case of a major accident. (Review)
15. 8.6 Complete incident/accident report. (Review)
16. 13.1 Disseminate information about a child to parents according to center policy.
17. 13.3 Comply with regulations regarding the identification of parents, relatives, and guests, and the release of children.
18. 13.2 Perform receptionist duties.
19. 7.1 Perform a health check to identify and promote health care habits of young children. (Review)
20. 9.1 Implement music activities. (Review)
21. 9.2 Implement art activities. (Review)
22. 9.3 Implement dramatic play activities. (Review)
23. 9.4 Implement activities that employ math skills. (Review)
24. 9.5 Implement activities that stimulate and enhance gross motor development. (Review)
25. 9.6 Implement activities that stimulate and enhance fine motor development. (Review)
26. 9.7 Implement language arts activities. (Review)
27. 9.8 Implement science activities. (Review)
28. 9.9 Implement social studies activities. (Review)
29. 9.10 Implement activities involving food and cooking. (Review)
30. 9.11 Prepare bulletin board display. (Review)
31. 9.12 Operate audiovisual equipment. (Review)

SAMPLE
TEACHING SEQUENCE
CHILD CARE SERVICES II (continued)

32. 5.1 Describe physical development of the school-age child.
33. 5.2 Describe emotional development of the school-age child.
34. 5.3 Describe social development of the school-age child.
35. 5.4 Describe cognitive development of the school-age child.
36. 5.5 Identify factors that influence a school-age child's behavior.
37. 6.1 Describe children that may be categorized as special needs or exceptional.
38. 6.2 Identify skills and attitudes that can benefit a child care worker while working with special needs children.
39. 6.3 Identify community agencies that support special needs children, their parents, and the schools.
40. 6.4 Differentiate between the roles that hereditary and environmental factors play in a special needs child's development.
41. 7.2 Identify symptoms of child abuse/neglect and procedures for reporting suspected cases of child abuse/neglect. (Review)
42. 7.3 Identify dental care procedures. (Review)
43. 7.4 Identify techniques used for independent dressing skills. (Review)
44. 7.6 Prepare area for rest/nap time. (Review)
45. 7.7 Take body temperature. (Review)
46. 7.8 Describe childhood allergies. (Review)
47. 14.3 Demonstrate job interview skills.
48. 14.4 Describe ways of accepting and rejecting offers of employment.
49. 14.5 Demonstrate positive attitudes toward on-the-job activities.
50. 14.6 Demonstrate personal money management skills.
51. 14.7 Explain techniques to ease the impact of job dismissal.
52. 14.8 Identify job promotion skills.
53. 14.9 State career goals and objectives in terms of personal philosophy of child care.
54. 14.10 Identify laws related to the caregiver's role in the care of children.

SECTION IV

Matrices of Integrated Academic Skills

RELATED ACADEMIC COMPETENCIES

The matrices contained in this section are the results of three academic review sessions. Math, science, and language arts instructors met with child care instructors to identify the tasks that integrated core academic skills. To identify core skills, the instructors used such sources as the *Standards of Learning Objectives* for Virginia Public Schools and various local curricular documents.

COMPETENCIES/STANDARDS

- Math
- Science
- Language Arts
- Health and Wellness

MATH COMPETENCIES/STANDARDS REINFORCED IN CHILD CARE SERVICES I AND II

MATH COMPETENCIES/STANDARDS	*Secondary School Tasks/Competencies Duty Area 1*	1.1 Identify classroom regulations and procedures.	1.2 Research job opportunities in the child care field.	1.3 Describe the types of child care settings.	1.4 Participate in HERO activities.	1.5 Examine entrepreneurship opportunities.	*Secondary School Tasks/Competencies Duty Area 2*	2.1 Describe physical development of the infant.	2.2 Describe emotional development of the infant.	2.3 Describe social development of the infant.	2.4 Describe cognitive development of the infant.	2.5 Identify factors that influence an infant's behavior.	2.6 List ways of communicating with an infant.	2.7 Lift, hold, and carry an infant.	2.8 Bathe and dress an infant.
1. Add whole numbers		●			●	●		●							
2. Subtract whole numbers					●	●		●							
3. Multiply whole numbers		●	●		●	●		●							
4. Divide whole numbers		●	●		●	●		●							
5. Average numbers		●	●		●	●		●							
6. Compare numbers		●	●		●	●		●							
7. Read, write decimals		●	●		●	●		●							
8. Add decimals		●	●		●	●		●							
9. Subtract decimals		●	●		●	●		●							
10. Multiply decimals		●	●		●	●		●							
11. Divide decimals		●	●		●	●		●							
12. Round off decimals		●	●		●	●		●							
13. Find/convert percentage		●	●		●	●		●							
14. Add/subtract fractions		●	●		●	●		●							
15. Multiply/divide fractions						●		●							
16. Reduce fractions to lowest term						●		●							
17. Add/subtract mixed numbers						●		●							
18. Reduce mixed number						●		●							
19. Multiply/divide mixed numbers						●		●							
20. Interpret/make graphs						●		●	●	●	●				
21. Sequence numbers/objects					●			●	●	●	●				
22. Measure length, weight, time, capacity, temperature					●			●							●
23. Find ratio and proportion						●		●							
24. Determine spatial relationships											●				

MATH COMPETENCIES/STANDARDS	Secondary School Tasks/Competencies Duty Area 3	3.1 Describe physical development of the toddler.	3.2 Describe emotional development of the toddler.	3.3 Describe social development of the toddler.	3.4 Describe cognitive development of the toddler.	3.5 Identify procedures for bathing and dressing a toddler.	3.6 Identify factors that influence a toddler's behavior.	Secondary School Tasks/Competencies Duty Area 4	4.1 Describe physical development of the preschooler.	4.2 Describe emotional development of the preschooler.	4.3 Describe social development of the preschooler.	4.4 Describe cognitive development of the preschooler.	4.5 Identify factors that influence a preschool-age child's behavior.	
1. Add whole numbers		•							•					
2. Subtract whole numbers		•							•					
3. Multiply whole numbers		•							•					
4. Divide whole numbers		•							•					
5. Average numbers		•							•					
6. Compare numbers		•							•					
7. Read, write decimals		•							•					
8. Add decimals		•							•					
9. Subtract decimals		•							•					
10. Multiply decimals		•							•					
11. Divide decimals		•							•					
12. Round off decimals		•							•					
13. Find/convert percentage		•							•					
14. Add/subtract fractions		•							•					
15. Multiply/divide fractions		•							•					
16. Reduce fractions to lowest term		•							•					
17. Add/subtract mixed numbers		•							•					
18. Reduce mixed number		•							•					
19. Multiply/divide mixed numbers		•							•					
20. Interpret/make graphs			•	•					•					
21. Sequence numbers/objects		•	•	•		•			•					
22. Measure length, weight, time, capacity, temperature		•	•			•			•					
23. Find ratio and proportion		•							•					
24. Determine spatial relationships					•				•			•		

MATH COMPETENCIES/STANDARDS	*Secondary School Tasks/Competencies Duty Area 5*	5.1 Describe physical development of the school-age child.	5.2 Describe emotional development of the school-age child.	5.3 Describe social development of the school-age child.	5.4 Describe cognitive development of the school-age child.	5.5 Identify factors that influence a school-age child's behavior.	*Secondary School Tasks/Competencies Duty Area 6*	6.1 Describe children that may be categorized as special needs or exceptional.	6.2 Identify skills and attitudes that can benefit a child care worker while working with special needs children.	6.3 Identify community agencies that support special needs children, their parents, and the schools.	6.4 Differentiate between the roles that hereditary and environmental factors play in a special needs child's development.
1. Add whole numbers											
2. Subtract whole numbers											
3. Multiply whole numbers											
4. Divide whole numbers											
5. Average numbers											
6. Compare numbers											
7. Read, write decimals											
8. Add decimals											
9. Subtract decimals											
10. Multiply decimals											
11. Divide decimals											
12. Round off decimals											
13. Find/convert percentage		●	●								
14. Add/subtract fractions		●	●	●	●	●					
15. Multiply/divide fractions		●	●	●	●	●					
16. Reduce fractions to lowest term		●	●	●	●	●					
17. Add/subtract mixed numbers		●	●	●	●	●					
18. Reduce mixed number		●	●	●	●	●					
19. Multiply/divide mixed numbers		●	●	●	●	●					
20. Interpret/make graphs		●	●	●	●	●					●
21. Sequence numbers/objects		●	●	●	●	●					
22. Measure length, weight, time, capacity, temperature		●	●	●	●	●			●		
23. Find ratio and proportion		●	●	●	●	●			●	●	●
24. Determine spatial relationships		●	●	●	●	●				●	●

MATH COMPETENCIES/STANDARDS	***Secondary School Tasks/Competencies Duty Area 7***	7.1 Perform a health check to identify and promote health care habits of young children.	7.2 Identify symptoms of child abuse/neglect and procedures for reporting suspected cases of child abuse/neglect.	7.3 Identify dental care procedures.	7.4 Identify techniques used for independent dressing skills.	7.5 Describe bathroom monitoring procedures.	7.6 Prepare area for rest/nap time.	7.7 Take body temperature.	7.8 Describe childhood allergies.	7.9 Describe diseases common to infants, toddlers, preschoolers, and school-age children.	
1. Add whole numbers											
2. Subtract whole numbers											
3. Multiply whole numbers											
4. Divide whole numbers											
5. Average numbers											
6. Compare numbers											
7. Read, write decimals											
8. Add decimals								●			
9. Subtract decimals											
10. Multiply decimals											
11. Divide decimals											
12. Round off decimals											
13. Find/convert percentage								●			
14. Add/subtract fractions											
15. Multiply/divide fractions											
16. Reduce fractions to lowest term											
17. Add/subtract mixed numbers											
18. Reduce mixed number											
19. Multiply/divide mixed numbers											
20. Interpret/make graphs										●	
21. Sequence numbers/objects			●								
22. Measure length, weight, time, capacity, temperature					●		●	●			
23. Find ratio and proportion		●	●	●	●	●	●	●	●	●	
24. Determine spatial relationships		●	●	●	●	●	●	●	●	●	

MATH COMPETENCIES/STANDARDS	Secondary School Tasks/Competencies Duty Area 8	8.1 Identify safety procedures for facility, equipment, and supplies.	8.2 Identify staff-to-children ratio requirements for the position of aide or assistant.	8.3 Demonstrate methods for teaching safety habits to young children.	8.4 Supervise students in a practice disaster drill.	8.5 Identify procedures to follow in case of a major accident.	8.6 Complete incident/accident report.	Secondary School Tasks/Competencies Duty Area 9	9.1 Implement music activities.	9.2 Implement art activities.	9.3 Implement dramatic play activities.	9.4 Implement activities that employ math skills.
1. Add whole numbers												•
2. Subtract whole numbers												•
3. Multiply whole numbers												•
4. Divide whole numbers												•
5. Average numbers												•
6. Compare numbers												
7. Read, write decimals												•
8. Add decimals												•
9. Subtract decimals												•
10. Multiply decimals												•
11. Divide decimals												•
12. Round off decimals												•
13. Find/convert percentage												•
14. Add/subtract fractions												•
15. Multiply/divide fractions												•
16. Reduce fractions to lowest term												•
17. Add/subtract mixed numbers												•
18. Reduce mixed number												•
19. Multiply/divide mixed numbers												•
20. Interpret/make graphs												
21. Sequence numbers/objects					•	•						
22. Measure length, weight, time, capacity, temperature				•								•
23. Find ratio and proportion			•									
24. Determine spatial relationships												•

MATH COMPETENCIES/STANDARDS	9.5 Implement activities that stimulate and enhance gross motor development.	9.6 Implement activities that stimulate and enhance fine motor development.	9.7 Implement language arts activities.	9.8 Implement science activities.	9.9 Implement social studies activities.	9.10 Implement activities involving food and cooking.	9.11 Prepare bulletin board display.	9.12 Operate audiovisual equipment.	9.13 Develop a plan for field trips.	
1. Add whole numbers						●				
2. Subtract whole numbers						●				
3. Multiply whole numbers						●				
4. Divide whole numbers						●				
5. Average numbers						●				
6. Compare numbers						●				
7. Read, write decimals						●				
8. Add decimals						●				
9. Subtract decimals						●				
10. Multiply decimals						●				
11. Divide decimals						●				
12. Round off decimals						●				
13. Find/convert percentage						●				
14. Add/subtract fractions						●				
15. Multiply/divide fractions						●				
16. Reduce fractions to lowest term						●				
17. Add/subtract mixed numbers						●				
18. Reduce mixed number						●				
19. Multiply/divide mixed numbers						●				
20. Interpret/make graphs						●				
21. Sequence numbers/objects						●				
22. Measure length, weight, time, capacity, temperature	●			●		●	●			
23. Find ratio and proportion	●								●	
24. Determine spatial relationships		●				●				

MATH COMPETENCIES/STANDARDS	Secondary School Tasks/Competencies Duty Area 11	11.1 Describe sources of infection and methods for controlling the spread of infection.	11.2 Change diapers.	11.3 Sanitize changing area, crib, potty, bathroom, and toys.	Secondary School Tasks/Competencies Duty Area 12	12.1 Serve meals and snacks.	12.2 Set and clear tables for children's meals and snacks.	12.3 Supervise meal or snack.	12.4 Wash and store dishes, glassware, silverware, and utensils.	
1. Add whole numbers							•		•	
2. Subtract whole numbers									•	
3. Multiply whole numbers							•		•	
4. Divide whole numbers							•		•	
5. Average numbers										
6. Compare numbers										
7. Read, write decimals										
8. Add decimals										
9. Subtract decimals										
10. Multiply decimals										
11. Divide decimals										
12. Round off decimals									•	
13. Find/convert percentage									•	
14. Add/subtract fractions										
15. Multiply/divide fractions										
16. Reduce fractions to lowest term										
17. Add/subtract mixed numbers										
18. Reduce mixed number										
19. Multiply/divide mixed numbers										
20. Interpret/make graphs										
21. Sequence numbers/objects										
22. Measure length, weight, time, capacity, temperature		•		•						
23. Find ratio and proportion		•		•					•	
24. Determine spatial relationships							•			

MATH COMPETENCIES/STANDARDS	Secondary School Tasks/Competencies Duty Area 13	13.1 Disseminate information about a child to parents according to center policy.	13.2 Perform receptionist duties.	13.3 Comply with regulations regarding the identification of parents, relatives, and guests, and the release of children.	Secondary School Tasks/Competencies Duty Area 14	14.1 Develop a resume.	14.2 Complete an employment application form.	14.3 Demonstrate job interview skills.	14.4 Describe ways of accepting and rejecting offers of employment.	14.5 Demonstrate positive attitudes toward on-the-job activities.	14.6 Demonstrate personal money management skills.	
1. Add whole numbers												
2. Subtract whole numbers												
3. Multiply whole numbers												
4. Divide whole numbers												
5. Average numbers												
6. Compare numbers									●		●	
7. Read, write decimals												
8. Add decimals												
9. Subtract decimals												
10. Multiply decimals												
11. Divide decimals												
12. Round off decimals												
13. Find/convert percentage												
14. Add/subtract fractions												
15. Multiply/divide fractions												
16. Reduce fractions to lowest term												
17. Add/subtract mixed numbers												
18. Reduce mixed number												
19. Multiply/divide mixed numbers												
20. Interpret/make graphs												
21. Sequence numbers/objects						●	●					
22. Measure length, weight, time, capacity, temperature						●		●				
23. Find ratio and proportion								●			●	
24. Determine spatial relationships												

MATH COMPETENCIES/STANDARDS	14.7 Explain techniques to ease the impact of job dismissal.	14.8 Identify job promotion skills.	14.9 State career goals and objectives in terms of personal philosophy of child care.	14.10 Identify laws related to the caregiver's role in the care of children.	
1. Add whole numbers					
2. Subtract whole numbers					
3. Multiply whole numbers					
4. Divide whole numbers					
5. Average numbers					
6. Compare numbers	●				
7. Read, write decimals					
8. Add decimals					
9. Subtract decimals					
10. Multiply decimals					
11. Divide decimals					
12. Round off decimals					
13. Find/convert percentage					
14. Add/subtract fractions					
15. Multiply/divide fractions					
16. Reduce fractions to lowest term					
17. Add/subtract mixed numbers					
18. Reduce mixed number					
19. Multiply/divide mixed numbers					
20. Interpret/make graphs			●		
21. Sequence numbers/objects					
22. Measure length, weight, time, capacity, temperature					
23. Find ratio and proportion					
24. Determine spatial relationships					

SCIENCE COMPETENCIES/STANDARDS REINFORCED IN CHILD CARE SERVICES I AND II

SCIENCE COMPETENCIES/STANDARDS	*Secondary School Tasks/Competencies Duty Area 1*	1.1 Identify classroom regulations and procedures.	1.2 Research job opportunities in the child care field.	1.3 Describe the types of child care settings.	1.4 Participate in HERO activities.	1.5 Examine entrepreneurship opportunities.	*Secondary School Tasks/Competencies Duty Area 2*	2.1 Describe physical development of the infant.	2.2 Describe emotional development of the infant.	2.3 Describe social development of the infant.	2.4 Describe cognitive development of the infant.	2.5 Identify factors that influence an infant's behavior.	2.6 List ways of communicating with an infant.	2.7 Lift, hold, and carry an infant.	2.8 Bathe and dress an infant.
1. Measure: volume, mass, length, temperature, time															•
2. Sequence stages of human development								•							
3. Identify characteristics and examples of matter by use of physical properties: shape, density, solubility, odor, melting point															
4. Investigate basic characteristics of light: reflection, colors, diffraction															
5. Investigate characteristics of electricity: static electricity, attraction and repulsion, lines of magnetic force															
6. Recognize cause and effect									•		•	•	•		
7. Determine interrelationships				•		•		•	•	•		•	•	•	
8. Predict outcomes															
9. Distinguish between learned and innate behavior: the effects of heredity and environment upon life								•	•	•	•		•		
10. Demonstrate appropriate laboratory application techniques and safe use of equipment								•			•				•
11. Describe objects on basis of color, shape, texture, size											•				
12. Identify body systems, including the 5 senses											•	•	•		
13. Compare concrete items according to length, width, size, weight								•							
14. Classify objects according to opposite properties: sinking/floating, living/non-living															
15. Put in order a collection of at least 3 like objects according to size and weight															
16. Classify events into time categories: morning, noon, night activities; day of the week; season of year															•
17. Identify sounds: loud/soft, high/low											•				
18. Determine weather and seasons															
19. Identify environmental resource conservation															
20. Identify animals found in different environments															
21. Describe the relationship between temperature and the three states of matter															
22. Define basic parts of plants and their function: roots, stems, leaves, flowers/seeds															
23. Describe the dependence of organisms upon non-living things								•							
24. Use experimental design/scientific method						•									
25. Identify biological equilibrium of homo sapiens									•	•		•	•		
26. Use processing skills to interpret data										•			•	•	•
27. Interpret/construct graphs, charts, and tables								•							

SCIENCE COMPETENCIES/STANDARDS	Secondary School Tasks/Competencies Duty Area 3	3.1 Describe physical development of the toddler.	3.2 Describe emotional development of the toddler.	3.3 Describe social development of the toddler.	3.4 Describe cognitive development of the toddler.	3.5 Identify procedures for bathing and dressing a toddler.	3.6 Identify factors that influence a toddler's behavior.	Secondary School Tasks/Competencies Duty Area 4	4.1 Describe physical development of the preschooler.	4.2 Describe emotional development of the preschooler.	4.3 Describe social development of the preschooler.	4.4 Describe cognitive development of the preschooler.	4.5 Identify factors that influence a preschool-age child's behavior.	
1. Measure: volume, mass, length, temperature, time		•	•	•	•	•	•		•	•	•	•	•	
2. Sequence stages of human development		•							•					
3. Identify characteristics and examples of matter by use of physical properties: shape, density, solubility, odor, melting point														
4. Investigate basic characteristics of light: reflection, colors, diffraction														
5. Investigate characteristics of electricity: static electricity, attraction and repulsion, lines of magnetic force														
6. Recognize cause and effect			•	•			•				•		•	
7. Determine interrelationships		•		•	•						•	•	•	
8. Predict outcomes														
9. Distinguish between learned and innate behavior: the effects of heredity and environment upon life		•	•	•	•		•		•	•	•	•	•	
10. Demonstrate appropriate laboratory application techniques and safe use of equipment		•				•							•	
11. Describe objects on basis of color, shape, texture, size														
12. Identify body systems, including the 5 senses		•			•									
13. Compare concrete items according to length, width, size, weight												•		
14. Classify objects according to opposite properties: sinking/floating, living/non-living														
15. Put in order a collection of at least 3 like objects according to size and weight												•		
16. Classify events into time categories: morning, noon, night activities; day of the week; season of year														
17. Identify sounds: loud/soft, high/low					•									
18. Determine weather and seasons														
19. Identify environmental resource conservation														
20. Identify animals found in different environments														
21. Describe the relationship between temperature and the three states of matter														
22. Define basic parts of plants and their function: roots, stems, leaves, flowers/seeds														
23. Describe the dependence of organisms upon non-living things														
24. Use experimental design/scientific method				•					•	•				
25. Identify biological equilibrium of homo sapiens		•	•	•			•			•	•			
26. Use processing skills to interpret data									•	•	•	•		
27. Interpret/construct graphs, charts, and tables									•					

SCIENCE COMPETENCIES/STANDARDS	Secondary School Tasks/Competencies Duty Area 5	5.1 Describe physical development of the school-age child.	5.2 Describe emotional development of the school-age child.	5.3 Describe social development of the school-age child.	5.4 Describe cognitive development of the school-age child.	5.5 Identify factors that influence a school-age child's behavior.	Secondary School Tasks/Competencies Duty Area 6	6.1 Describe children that may be categorized as special needs or exceptional.	6.2 Identify skills and attitudes that can benefit a child care worker while working with special needs children.	6.3 Identify community agencies that support special needs children, their parents, and the schools.	6.4 Differentiate between the roles that hereditary and environmental factors play in a special needs child's development.
1. Measure: volume, mass, length, temperature, time											•
2. Sequence stages of human development		•				•					•
3. Identify characteristics and examples of matter by use of physical properties: shape, density, solubility, odor, melting point											
4. Investigate basic characteristics of light: reflection, colors, diffraction											
5. Investigate characteristics of electricity: static electricity, attraction and repulsion, lines of magnetic force											
6. Recognize cause and effect			•	•	•	•			•		•
7. Determine interrelationships			•	•	•	•			•	•	
8. Predict outcomes				•		•			•		
9. Distinguish between learned and innate behavior: the effects of heredity and environment upon life		•	•	•	•						•
10. Demonstrate appropriate laboratory application techniques and safe use of equipment		•				•			•		
11. Describe objects on basis of color, shape, texture, size					•						
12. Identify body systems, including the 5 senses					•						
13. Compare concrete items according to length, width, size, weight		•			•				•		
14. Classify objects according to opposite properties: sinking/floating, living/non-living					•						
15. Put in order a collection of at least 3 like objects according to size and weight					•						
16. Classify events into time categories: morning, noon, night activities; day of the week; season of year					•						
17. Identify sounds: loud/soft, high/low					•						
18. Determine weather and seasons					•						
19. Identify environmental resource conservation					•						
20. Identify animals found in different environments											
21. Describe the relationship between temperature and the three states of matter											
22. Define basic parts of plants and their function: roots, stems, leaves, flowers/seeds					•						
23. Describe the dependence of organisms upon non-living things											
24. Use experimental design/scientific method					•	•					
25. Identify biological equilibrium of homo sapiens		•	•	•							
26. Use processing skills to interpret data					•				•	•	•
27. Interpret/construct graphs, charts, and tables											•

SCIENCE COMPETENCIES/STANDARDS	***Secondary School Tasks/Competencies Duty Area 7***	7.1 Perform a health check to identify and promote health care habits of young children.	7.2 Identify symptoms of child abuse/neglect and procedures for reporting suspected cases of child abuse/neglect.	7.3 Identify dental care procedures.	7.4 Identify techniques used for independent dressing skills.	7.5 Describe bathroom monitoring procedures.	7.6 Prepare area for rest/nap time.	7.7 Take body temperature.	7.8 Describe childhood allergies.	7.9 Describe diseases common to infants, toddlers, preschoolers, and school-age children.	
1. Measure: volume, mass, length, temperature, time		•			•		•	•		•	
2. Sequence stages of human development											
3. Identify characteristics and examples of matter by use of physical properties: shape, density, solubility, odor, melting point											
4. Investigate basic characteristics of light: reflection, colors, diffraction											
5. Investigate characteristics of electricity: static electricity, attraction and repulsion, lines of magnetic force											
6. Recognize cause and effect		•	•	•					•	•	
7. Determine interrelationships			•			•	•				
8. Predict outcomes				•		•			•		
9. Distinguish between learned and innate behavior: the effects of heredity and environment upon life											
10. Demonstrate appropriate laboratory application techniques and safe use of equipment		•	•	•		•	•	•			
11. Describe objects on basis of color, shape, texture, size											
12. Identify body systems, including the 5 senses											
13. Compare concrete items according to length, width, size, weight											
14. Classify objects according to opposite properties: sinking/floating, living/non-living											
15. Put in order a collection of at least 3 like objects according to size and weight											
16. Classify events into time categories: morning, noon, night activities; day of the week; season of year					•						
17. Identify sounds: loud/soft, high/low											
18. Determine weather and seasons											
19. Identify environmental resource conservation											
20. Identify animals found in different environments											
21. Describe the relationship between temperature and the three states of matter											
22. Define basic parts of plants and their function: roots, stems, leaves, flowers/seeds											
23. Describe the dependence of organisms upon non-living things											
24. Use experimental design/scientific method											
25. Identify biological equilibrium of homo sapiens				•							
26. Use processing skills to interpret data		•	•		•				•	•	
27. Interpret/construct graphs, charts, and tables			•			•		•		•	

SCIENCE COMPETENCIES/STANDARDS	*Secondary School Tasks/Competencies Duty Area 8*	8.1 Identify safety procedures for facility, equipment, and supplies.	8.2 Identify staff-to-children ratio requirements for the position of aide or assistant.	8.3 Demonstrate methods for teaching safety habits to young children.	8.4 Supervise students in a practice disaster drill.	8.5 Identify procedures to follow in case of a major accident.	8.6 Complete incident/accident report.	*Secondary School Tasks/Competencies Duty Area 9*	9.1 Implement music activities.	9.2 Implement art activities.	9.3 Implement dramatic play activities.	9.4 Implement activities that employ math skills.	
1. Measure: volume, mass, length, temperature, time		•		•						•	•	•	
2. Sequence stages of human development									•	•			
3. Identify characteristics and examples of matter by use of physical properties: shape, density, solubility, odor, melting point													
4. Investigate basic characteristics of light: reflection, colors, diffraction										•			
5. Investigate characteristics of electricity: static electricity, attraction and repulsion, lines of magnetic force													
6. Recognize cause and effect		•	•	•	•	•	•						
7. Determine interrelationships			•		•	•				•	•		
8. Predict outcomes													
9. Distinguish between learned and innate behavior: the effects of heredity and environment upon life													
10. Demonstrate appropriate laboratory application techniques and safe use of equipment		•	•	•	•	•	•		•	•	•		
11. Describe objects on basis of color, shape, texture, size										•			
12. Identify body systems, including the 5 senses									•				
13. Compare concrete items according to length, width, size, weight										•		•	
14. Classify objects according to opposite properties: sinking/floating, living/non-living													
15. Put in order a collection of at least 3 like objects according to size and weight										•			
16. Classify events into time categories: morning, noon, night activities; day of the week; season of year													
17. Identify sounds: loud/soft, high/low					•				•				
18. Determine weather and seasons													
19. Identify environmental resource conservation													
20. Identify animals found in different environments													
21. Describe the relationship between temperature and the three states of matter													
22. Define basic parts of plants and their function: roots, stems, leaves, flowers/seeds													
23. Describe the dependence of organisms upon non-living things													
24. Use experimental design/scientific method													
25. Identify biological equilibrium of homo sapiens													
26. Use processing skills to interpret data		•	•	•	•	•	•			•	•	•	
27. Interpret/construct graphs, charts, and tables		•			•	•	•						

SCIENCE COMPETENCIES/STANDARDS	9.5 Implement activities that stimulate and enhance gross motor development.	9.6 Implement activities that stimulate and enhance fine motor development.	9.7 Implement language arts activities.	9.8 Implement science activities.	9.9 Implement social studies activities.	9.10 Implement activities involving food and cooking.	9.11 Prepare bulletin board display.	9.12 Operate audiovisual equipment.	9.13 Develop a plan for field trips.	
1. Measure: volume, mass, length, temperature, time	●			●		●	●			
2. Sequence stages of human development			●	●		●				
3. Identify characteristics and examples of matter by use of physical properties: shape, density, solubility, odor, melting point	●	●	●	●	●	●	●	●	●	
4. Investigate basic characteristics of light: reflection, colors, diffraction				●						
5. Investigate characteristics of electricity: static electricity, attraction and repulsion, lines of magnetic force				●						
6. Recognize cause and effect		●		●		●				
7. Determine interrelationships			●	●	●	●				
8. Predict outcomes				●		●				
9. Distinguish between learned and innate behavior: the effects of heredity and environment upon life				●	●				●	
10. Demonstrate appropriate laboratory application techniques and safe use of equipment	●	●		●		●		●	●	
11. Describe objects on basis of color, shape, texture, size				●						
12. Identify body systems, including the 5 senses	●	●		●						
13. Compare concrete items according to length, width, size, weight				●						
14. Classify objects according to opposite properties: sinking/floating, living/non-living				●						
15. Put in order a collection of at least 3 like objects according to size and weight				●						
16. Classify events into time categories: morning, noon, night activities; day of the week; season of year			●	●						
17. Identify sounds: loud/soft, high/low			●	●				●		
18. Determine weather and seasons				●						
19. Identify environmental resource conservation				●						
20. Identify animals found in different environments				●						
21. Describe the relationship between temperature and the three states of matter				●						
22. Define basic parts of plants and their function: roots, stems, leaves, flowers/seeds				●						
23. Describe the dependence of organisms upon non-living things				●						
24. Use experimental design/scientific method				●						
25. Identify biological equilibrium of homo sapiens					●					
26. Use processing skills to interpret data	●	●	●	●	●	●				
27. Interpret/construct graphs, charts, and tables	●	●	●	●	●	●	●			

SCIENCE COMPETENCIES/STANDARDS	Secondary School Tasks/Competencies Duty Area 11	11.1 Describe sources of infection and methods for controlling the spread of infection.	11.2 Change diapers.	11.3 Sanitize changing area, crib, potty, bathroom, and toys.	Secondary School Tasks/Competencies Duty Area 12	12.1 Serve meals and snacks.	12.2 Set and clear tables for children's meals and snacks.	12.3 Supervise meal or snack.	12.4 Wash and store dishes, glassware, silverware, and utensils.	
1. Measure: volume, mass, length, temperature, time						•			•	
2. Sequence stages of human development						•	•			
3. Identify characteristics and examples of matter by use of physical properties: shape, density, solubility, odor, melting point										
4. Investigate basic characteristics of light: reflection, colors, diffraction										
5. Investigate characteristics of electricity: static electricity, attraction and repulsion, lines of magnetic force										
6. Recognize cause and effect		•		•		•		•		
7. Determine interrelationships		•	•	•		•		•		
8. Predict outcomes		•		•		•		•		
9. Distinguish between learned and innate behavior: the effects of heredity and environment upon life										
10. Demonstrate appropriate laboratory application techniques and safe use of equipment									•	
11. Describe objects on basis of color, shape, texture, size										
12. Identify body systems, including the 5 senses										
13. Compare concrete items according to length, width, size, weight										
14. Classify objects according to opposite properties: sinking/floating, living/non-living										
15. Put in order a collection of at least 3 like objects according to size and weight										
16. Classify events into time categories: morning, noon, night activities; day of the week; season of year										
17. Identify sounds: loud/soft, high/low										
18. Determine weather and seasons										
19. Identify environmental resource conservation									•	
20. Identify animals found in different environments										
21. Describe the relationship between temperature and the three states of matter										
22. Define basic parts of plants and their function: roots, stems, leaves, flowers/seeds										
23. Describe the dependence of organisms upon non-living things										
24. Use experimental design/scientific method										
25. Identify biological equilibrium of homo sapiens		•	•					•		
26. Use processing skills to interpret data		•	•	•		•		•	•	
27. Interpret/construct graphs, charts, and tables										

SCIENCE COMPETENCIES/STANDARDS	*Secondary School Tasks/Competencies Duty Area 13*	13.1 Disseminate information about a child to parents according to center policy.	13.2 Perform receptionist duties.	13.3 Comply with regulations regarding the identification of parents, relatives, and guests, and the release of children.	*Secondary School Tasks/Competencies Duty Area 14*	14.1 Develop a resume.	14.2 Complete an employment application form.	14.3 Demonstrate job interview skills.	14.4 Describe ways of accepting and rejecting offers of employment.	14.5 Demonstrate positive attitudes toward on-the-job activities.	14.6 Demonstrate personal money management skills.	14.7 Explain techniques to ease the impact of job dismissal.
1. Measure: volume, mass, length, temperature, time											•	
2. Sequence stages of human development												
3. Identify characteristics and examples of matter by use of physical properties: shape, density, solubility, odor, melting point												
4. Investigate basic characteristics of light: reflection, colors, diffraction												
5. Investigate characteristics of electricity: static electricity, attraction and repulsion, lines of magnetic force												
6. Recognize cause and effect		•	•	•						•	•	•
7. Determine interrelationships		•	•	•		•	•	•	•	•	•	•
8. Predict outcomes		•						•		•	•	•
9. Distinguish between learned and innate behavior: the effects of heredity and environment upon life												
10. Demonstrate appropriate laboratory application techniques and safe use of equipment										•		
11. Describe objects on basis of color, shape, texture, size												
12. Identify body systems, including the 5 senses												
13. Compare concrete items according to length, width, size, weight												
14. Classify objects according to opposite properties: sinking/floating, living/non-living												
15. Put in order a collection of at least 3 like objects according to size and weight												
16. Classify events into time categories: morning, noon, night activities; day of the week; season of year												
17. Identify sounds: loud/soft, high/low									•			
18. Determine weather and seasons												
19. Identify environmental resource conservation												
20. Identify animals found in different environments												
21. Describe the relationship between temperature and the three states of matter												
22. Define basic parts of plants and their function: roots, stems, leaves, flowers/seeds												
23. Describe the dependence of organisms upon non-living things												
24. Use experimental design/scientific method												
25. Identify biological equilibrium of homo sapiens										•		
26. Use processing skills to interpret data			•					•	•		•	•
27. Interpret/construct graphs, charts, and tables										•	•	

SCIENCE COMPETENCIES/STANDARDS	14.8 Identify job promotion skills.	14.9 State career goals and objectives in terms of personal philosophy of child care.	14.10 Identify laws related to the caregiver's role in the care of children.	
1. Measure: volume, mass, length, temperature, time				
2. Sequence stages of human development				
3. Identify characteristics and examples of matter by use of physical properties: shape, density, solubility, odor, melting point				
4. Investigate basic characteristics of light: reflection, colors, diffraction				
5. Investigate characteristics of electricity: static electricity, attraction and repulsion, lines of magnetic force				
6. Recognize cause and effect				
7. Determine interrelationships	•	•	•	
8. Predict outcomes	•			
9. Distinguish between learned and innate behavior: the effects of heredity and environment upon life				
10. Demonstrate appropriate laboratory application techniques and safe use of equipment				
11. Describe objects on basis of color, shape, texture, size				
12. Identify body systems, including the 5 senses				
13. Compare concrete items according to length, width, size, weight				
14. Classify objects according to opposite properties: sinking/floating, living/non-living				
15. Put in order a collection of at least 3 like objects according to size and weight				
16. Classify events into time categories: morning, noon, night activities; day of the week; season of year				
17. Identify sounds: loud/soft, high/low				
18. Determine weather and seasons				
19. Identify environmental resource conservation				
20. Identify animals found in different environments				
21. Describe the relationship between temperature and the three states of matter				
22. Define basic parts of plants and their function: roots, stems, leaves, flowers/seeds				
23. Describe the dependence of organisms upon non-living things				
24. Use experimental design/scientific method				
25. Identify biological equilibrium of homo sapiens	•		•	
26. Use processing skills to interpret data	•	•	•	
27. Interpret/construct graphs, charts, and tables				

LANGUAGE ARTS COMPETENCIES/STANDARDS REINFORCED IN CHILD CARE SERVICES I AND II

LANGUAGE ARTS COMPETENCIES/STANDARDS	*Secondary School Tasks/Competencies Duty Area 1*	1.1 Identify classroom regulations and procedures.	1.2 Research job opportunities in the child care field.	1.3 Describe the types of child care settings.	1.4 Participate in HERO activities.	1.5 Examine entrepreneurship opportunities.	*Secondary School Tasks/Competencies Duty Area 2*	2.1 Describe physical development of the infant.	2.2 Describe emotional development of the infant.	2.3 Describe social development of the infant.	2.4 Describe cognitive development of the infant.	2.5 Identify factors that influence an infant's behavior.	2.6 List ways of communicating with an infant.	2.7 Lift, hold, and carry an infant.	2.8 Bathe and dress an infant.
1. Develop interactive listening comprehension skills		•	•	•	•	•		•	•	•	•	•	•	•	•
2. Read with comprehension		•	•	•	•	•		•	•	•	•	•	•		•
3. Demonstrate proficiency in both pre-planned and spontaneous speaking					•	•		•	•	•	•	•		•	•
4. Use critical thinking skills (synthesize, interpret, draw conclusion, differentiate between real and make believe)		•	•	•	•	•		•	•	•	•	•	•	•	•
5. Demonstrate teamwork and group problem solving techniques				•	•			•	•	•	•				
6. Read technical information			•	•	•	•		•	•		•	•			•
7. Demonstrate a sense of responsibility for participating in discussion			•	•	•			•	•	•	•	•	•	•	•
8. Take notes from written, oral, and audiovisual materials		•	•	•	•	•		•	•	•	•	•	•		•
9. Write, revise, edit, proofread and document papers appropriate for the writer's purpose and audience			•			•		•	•	•	•	•	•	•	
10. Understand and respect individual differences		•			•	•		•	•	•	•	•	•	•	•
11. Give oral and written directions that are clear and understandable					•	•		•	•	•	•	•		•	•
12. Use the dictionary and glossary to obtain information about spelling, meaning, and pronunciation of word			•	•		•		•	•	•	•	•	•	•	
13. Demonstrate correct speech			•		•	•		•	•	•	•			•	•
14. Follow multi-step oral and written instructions			•		•	•		•		•	•	•	•	•	•
15. Communicate ideas, concepts, and feelings through creative activities					•	•		•	•	•	•	•	•	•	•
16. Prepare for effective reading by examining vocabulary and prior knowledge										•	•	•	•	•	•
17. Ask questions necessary to gain assistance and information		•	•	•	•	•		•	•	•	•	•	•	•	•
18. Develop oral and written solutions to problems		•	•	•	•	•		•	•	•	•	•	•	•	•

LANGUAGE ARTS COMPETENCIES/STANDARDS	*Secondary School Tasks/Competencies Duty Area 3*	3.1 Describe physical development of the toddler.	3.2 Descirbe emotional development of the toddler.	3.3 Describe social development of the toddler.	3.4 Describe cognitive development of the toddler.	3.5 Identify procedures for bathing and dressing a toddler.	3.6 Identify factors that influence a toddler's behavior.	*Secondary School Tasks/Competencies Duty Area 4*	4.1 Describe physical development of the preschooler.	4.2 Describe emotional development of the preschooler.	4.3 Describe social development of the preschooler.	4.4 Describe cognitive development of the preschooler.	4.5 Identify factors that influence a preschool-age child's behavior.	
1. Develop interactive listening comprehension skills		•	•	•	•	•	•		•	•	•	•	•	
2. Read with comprehension		•	•	•	•	•	•		•	•	•	•	•	
3. Demonstrate proficiency in both pre-planned and spontaneous speaking		•	•	•	•	•	•		•	•	•	•	•	
4. Use critical thinking skills (synthesize, interpret, draw conclusion, differentiate between real and make believe)		•	•	•	•	•	•		•	•	•	•	•	
5. Demonstrate teamwork and group problem solving techniques			•	•		•	•				•	•	•	
6. Read technical information		•	•	•	•	•	•		•	•	•	•	•	
7. Demonstrate a sense of responsibility for participating in discussion		•	•	•	•	•	•		•	•	•	•	•	
8. Take notes from written, oral, and audiovisual materials		•	•	•	•	•	•		•	•	•	•	•	
9. Write, revise, edit, proofread and document papers appropriate for the writer's purpose and audience		•	•	•	•	•	•		•	•	•	•	•	
10. Understand and respect individual differences		•	•	•	•	•	•		•	•	•	•	•	
11. Give oral and written directions that are clear and understandable		•	•	•	•	•	•		•	•	•	•	•	
12. Use the dictionary and glossary to obtain information about spelling, meaning, and pronunciation of word		•	•	•	•	•	•		•	•	•	•	•	
13. Demonstrate correct speech		•	•	•	•	•	•		•	•	•	•	•	
14. Follow multi-step oral and written instructions		•	•	•	•	•	•		•	•	•	•	•	
15. Communicate ideas, concepts, and feelings through creative activities		•	•	•			•			•	•	•	•	
16. Prepare for effective reading by examining vocabulary and prior knowledge		•	•	•	•	•	•		•	•	•	•	•	
17. Ask questions necessary to gain assistance and information		•	•	•	•	•	•		•	•	•	•	•	
18. Develop oral and written solutions to problems		•	•	•	•	•	•		•	•	•	•	•	

LANGUAGE ARTS COMPETENCIES/STANDARDS	Secondary School Tasks/Competencies Duty Area 5	5.1 Describe physical development of the school-age child.	5.2 Describe emotional development of the school-age child.	5.3 Describe social development of the school-age child.	5.4 Describe cognitive development of the school-age child.	5.5 Identify factors that influence a school-age child's behavior.	Secondary School Tasks/Competencies Duty Area 6	6.1 Describe children that may be categorized as special needs or exceptional.	6.2 Identify skills and attitudes that can benefit a child care worker while working with special needs children.	6.3 Identify community agencies that support special needs children, their parents, and the schools.	6.4 Differentiate between the roles that hereditary and environmental factors play in a special needs child's development.
1. Develop interactive listening comprehension skills		•	•	•	•	•		•	•	•	•
2. Read with comprehension		•	•	•	•	•		•	•	•	•
3. Demonstrate proficiency in both pre-planned and spontaneous speaking		•	•	•	•	•		•	•	•	•
4. Use critical thinking skills (synthesize, interpret, draw conclusion, differentiate between real and make believe)		•	•	•	•	•			•	•	•
5. Demonstrate teamwork and group problem solving techniques		•		•	•	•			•	•	
6. Read technical information		•	•	•	•	•		•	•	•	•
7. Demonstrate a sense of responsibility for participating in discussion		•	•	•	•	•		•	•	•	•
8. Take notes from written, oral, and audiovisual materials		•	•	•	•	•		•	•	•	•
9. Write, revise, edit, proofread and document papers appropriate for the writer's purpose and audience		•	•	•	•	•			•	•	•
10. Understand and respect individual differences		•	•	•	•	•		•	•	•	•
11. Give oral and written directions that are clear and understandable		•	•	•	•	•			•	•	•
12. Use the dictionary and glossary to obtain information about spelling, meaning, and pronunciation of word		•	•	•	•	•			•	•	•
13. Demonstrate correct speech		•	•	•	•	•		•	•	•	•
14. Follow multi-step oral and written instructions		•	•	•	•	•		•	•	•	•
15. Communicate ideas, concepts, and feelings through creative activities		•		•	•	•			•		•
16. Prepare for effective reading by examining vocabulary and prior knowledge		•	•	•	•	•		•	•	•	•
17. Ask questions necessary to gain assistance and information		•	•	•	•	•		•	•	•	•
18. Develop oral and written solutions to problems		•	•	•	•	•		•	•	•	•

LANGUAGE ARTS COMPETENCIES/STANDARDS	*Secondary School Tasks/Competencies Duty Area 7*	7.1 Perform a health check to identify and promote health care habits of young children.	7.2 Identify symptoms of child abuse/neglect and procedures for reporting suspected cases of child abuse/neglect.	7.3 Identify dental care procedures.	7.4 Identify techniques used for independent dressing skills.	7.5 Describe bathroom monitoring procedures.	7.6 Prepare area for rest/nap time.	7.7 Take body temperature.	7.8 Describe childhood allergies.	7.9 Describe diseases common to infants, toddlers, preschoolers, and school-age children.	
1. Develop interactive listening comprehension skills		•	•	•	•	•	•	•	•	•	
2. Read with comprehension		•	•	•	•	•	•	•	•	•	
3. Demonstrate proficiency in both pre-planned and spontaneous speaking		•	•	•	•	•	•	•		•	
4. Use critical thinking skills (synthesize, interpret, draw conclusion, differentiate between real and make believe)		•		•	•	•	•	•	•	•	
5. Demonstrate teamwork and group problem solving techniques		•	•	•	•	•	•	•	•	•	
6. Read technical information		•	•	•			•	•	•	•	
7. Demonstrate a sense of responsibility for participating in discussion		•	•	•	•	•	•	•		•	
8. Take notes from written, oral, and audiovisual materials		•	•	•	•	•	•	•	•	•	
9. Write, revise, edit, proofread and document papers appropriate for the writer's purpose and audience		•			•	•	•	•	•	•	
10. Understand and respect individual differences		•	•	•	•	•	•	•	•	•	
11. Give oral and written directions that are clear and understandable		•	•	•	•	•	•	•	•	•	
12. Use the dictionary and glossary to obtain information about spelling, meaning, and pronunciation of word		•	•	•	•	•	•	•	•	•	
13. Demonstrate correct speech		•	•	•	•	•	•	•	•	•	
14. Follow multi-step oral and written instructions		•	•	•	•	•	•	•	•	•	
15. Communicate ideas, concepts, and feelings through creative activities		•		•	•	•	•			•	
16. Prepare for effective reading by examining vocabulary and prior knowledge		•	•	•	•	•	•	•	•	•	
17. Ask questions necessary to gain assistance and information		•	•	•	•	•	•	•	•	•	
18. Develop oral and written solutions to problems		•	•	•	•	•	•	•	•	•	

LANGUAGE ARTS COMPETENCIES/STANDARDS	Secondary School Tasks/Competencies Duty Area 8	8.1 Identify safety procedures for facility, equipment, and supplies.	8.2 Identify staff-to-children ratio requirements for the position of aide or assistant.	8.3 Demonstrate methods for teaching safety habits to young children.	8.4 Supervise students in a practice disaster drill.	8.5 Identify procedures to follow in case of a major accident.	8.6 Complete incident/accident report.	Secondary School Tasks/Competencies Duty Area 9	9.1 Implement music activities.	9.2 Implement art activities.	9.3 Implement dramatic play activities.	9.4 Implement activities that employ math skills.	9.5 Implement activities that stimulate and enhance gross motor development.
1. Develop interactive listening comprehension skills		•	•	•	•	•	•		•	•	•	•	•
2. Read with comprehension		•	•	•	•	•	•		•	•	•	•	•
3. Demonstrate proficiency in both pre-planned and spontaneous speaking		•	•	•	•	•	•		•	•	•	•	•
4. Use critical thinking skills (synthesize, interpret, draw conclusion, differentiate between real and make believe)		•	•	•	•	•			•	•	•	•	•
5. Demonstrate teamwork and group problem solving techniques		•	•	•	•	•	•		•	•	•	•	•
6. Read technical information		•	•	•	•	•	•		•	•	•	•	•
7. Demonstrate a sense of responsibility for participating in discussion		•	•	•	•	•	•		•	•	•	•	•
8. Take notes from written, oral, and audiovisual materials		•	•	•	•	•	•		•	•	•	•	•
9. Write, revise, edit, proofread and document papers appropriate for the writer's purpose and audience		•	•	•	•	•	•		•	•	•	•	•
10. Understand and respect individual differences		•	•	•	•	•	•		•	•	•	•	•
11. Give oral and written directions that are clear and understandable		•	•	•	•	•	•		•	•	•	•	•
12. Use the dictionary and glossary to obtain information about spelling, meaning, and pronunciation of word		•	•	•	•	•	•		•	•	•	•	•
13. Demonstrate correct speech		•	•	•	•	•	•		•	•	•	•	•
14. Follow multi-step oral and written instructions		•	•	•	•	•	•		•	•	•	•	•
15. Communicate ideas, concepts, and feelings through creative activities		•		•	•	•	•		•	•	•	•	•
16. Prepare for effective reading by examining vocabulary and prior knowledge		•	•	•	•	•	•		•	•	•	•	•
17. Ask questions necessary to gain assistance and information		•	•	•	•	•	•		•	•	•	•	•
18. Develop oral and written solutions to problems		•	•	•	•	•	•		•	•	•	•	•

LANGUAGE ARTS COMPETENCIES/STANDARDS	9.6 Implement activities that stimulate and enhance fine motor development.	9.7 Implement language arts activities.	9.8 Implement science activities.	9.9 Implement social studies activities.	9.10 Implement activities involving food and cooking.	9.11 Prepare bulletin board display.	9.12 Operate audiovisual equipment.	9.13 Develop a plan for field trips.	*Secondary School Tasks/Competencies Duty Area 11*	11.1 Describe sources of infection and methods for controlling the spread of infection.	11.2 Change diapers.	11.3 Sanitize changing area, crib, potty, bathroom and toys.	
1. Develop interactive listening comprehension skills	●	●	●	●	●	●	●	●		●	●	●	
2. Read with comprehension	●	●	●	●	●	●	●	●		●	●	●	
3. Demonstrate proficiency in both pre-planned and spontaneous speaking	●	●	●	●	●	●	●	●		●	●	●	
4. Use critical thinking skills (synthesize, interpret, draw conclusion, differentiate between real and make believe)	●	●	●	●	●	●		●		●	●	●	
5. Demonstrate teamwork and group problem solving techniques	●	●	●	●	●	●	●	●			●	●	
6. Read technical information	●	●	●	●	●	●	●	●		●	●	●	
7. Demonstrate a sense of responsibility for participating in discussion	●	●	●	●	●	●	●	●		●	●	●	
8. Take notes from written, oral, and audiovisual materials	●	●	●	●	●	●		●		●	●	●	
9. Write, revise, edit, proofread and document papers appropriate for the writer's purpose and audience	●	●	●	●	●	●		●		●			
10. Understand and respect individual differences	●	●	●	●	●	●	●	●		●	●	●	
11. Give oral and written directions that are clear and understandable	●	●	●	●	●	●		●		●	●	●	
12. Use the dictionary and glossary to obtain information about spelling, meaning, and pronunciation of word	●	●	●	●	●	●		●		●			
13. Demonstrate correct speech	●	●	●	●	●	●		●		●	●	●	
14. Follow multi-step oral and written instructions	●	●	●	●	●	●	●	●		●	●	●	
15. Communicate ideas, concepts, and feelings through creative activities	●	●	●	●	●	●		●					
16. Prepare for effective reading by examining vocabulary and prior knowledge	●		●	●	●	●	●	●		●	●	●	
17. Ask questions necessary to gain assistance and information	●	●	●	●	●	●	●	●		●	●	●	
18. Develop oral and written solutions to problems	●	●	●	●	●	●	●	●		●	●	●	

LANGUAGE ARTS COMPETENCIES/STANDARDS	Secondary School Tasks/Competencies Duty Area 12	12.1 Serve meals and snacks.	12.2 Set and clear tables for children's meals and snacks.	12.3 Supervise meal or snack.	12.4 Wash and store dishes, glassware, silverware, and utensils.	Secondary School Tasks/Competencies Duty Area 13	13.1 Disseminate information about a child to parents according to center policy.	13.2 Perform receptionist duties.	13.3 Comply with regulations regarding the identification of parents, relatives, and guests; and the release of children.	
1. Develop interactive listening comprehension skills		●	●	●	●		●	●	●	
2. Read with comprehension		●		●	●		●	●	●	
3. Demonstrate proficiency in both pre-planned and spontaneous speaking		●	●	●	●		●	●	●	
4. Use critical thinking skills (synthesize, interpret, draw conclusion, differentiate between real and make believe)		●		●	●		●		●	
5. Demonstrate teamwork and group problem solving techniques		●	●	●	●		●	●	●	
6. Read technical information		●		●			●	●	●	
7. Demonstrate a sense of responsibility for participating in discussion		●	●	●	●		●	●	●	
8. Take notes from written, oral, and audiovisual materials		●	●	●	●		●	●	●	
9. Write, revise, edit, proofread and document papers appropriate for the writer's purpose and audience				●	●		●		●	
10. Understand and respect individual differences		●	●	●	●		●	●	●	
11. Give oral and written directions that are clear and understandable		●	●	●	●		●	●	●	
12. Use the dictionary and glossary to obtain information about spelling, meaning, and pronunciation of word				●	●		●	●	●	
13. Demonstrate correct speech		●	●	●	●		●	●	●	
14. Follow multi-step oral and written instructions		●	●	●	●		●	●	●	
15. Communicate ideas, concepts, and feelings through creative activities				●			●	●	●	
16. Prepare for effective reading by examining vocabulary and prior knowledge		●	●	●	●		●	●	●	
17. Ask questions necessary to gain assistance and information		●	●	●	●		●	●	●	
18. Develop oral and written solutions to problems		●	●	●	●		●	●	●	

LANGUAGE ARTS COMPETENCIES/STANDARDS	Secondary School Tasks/Competencies Duty Area 14	14.1 Develop a resume.	14.2 Complete an employment application form.	14.3 Demonstrate job interview skills.	14.4 Describe ways of accepting and rejecting offers of employment.	14.5 Demonstrate positive attitudes toward on-the-job activities.	14.6 Demonstrate personal money management skills.	14.7 Explain techniques to ease the impact of job dismissal.	14.8 Identify job promotion skills.	14.9 State career goals and objectives in terms of personal philosophy of child care.	14.10 Identify laws related to the caregiver's role in the care of children.	
1. Develop interactive listening comprehension skills		•	•	•	•	•	•	•	•	•	•	
2. Read with comprehension		•	•	•	•	•	•	•	•	•	•	
3. Demonstrate proficiency in both pre-planned and spontaneous speaking			•	•	•	•	•	•	•	•	•	
4. Use critical thinking skills (synthesize, interpret, draw conclusion, differentiate between real and make believe)		•	•	•	•	•	•	•	•	•	•	
5. Demonstrate teamwork and group problem solving techniques			•	•		•	•		•		•	
6. Read technical information		•	•	•	•	•	•	•	•	•	•	
7. Demonstrate a sense of responsibility for participating in discussion		•	•	•	•	•	•	•	•	•	•	
8. Take notes from written, oral, and audiovisual materials		•	•	•	•	•	•	•	•	•	•	
9. Write, revise, edit, proofread and document papers appropriate for the writer's purpose and audience		•	•	•	•	•	•	•	•	•	•	
10. Understand and respect individual differences		•	•	•	•	•	•	•	•	•	•	
11. Give oral and written directions that are clear and understandable		•	•	•	•	•	•	•	•	•	•	
12. Use the dictionary and glossary to obtain information about spelling, meaning, and pronunciation of word		•	•	•	•	•	•	•	•	•	•	
13. Demonstrate correct speech			•	•	•	•	•	•	•	•	•	
14. Follow multi-step oral and written instructions		•	•	•	•	•	•	•	•	•	•	
15. Communicate ideas, concepts, and feelings through creative activities		•		•		•	•		•	•	•	
16. Prepare for effective reading by examining vocabulary and prior knowledge		•	•	•	•	•	•	•	•	•	•	
17. Ask questions necessary to gain assistance and information		•	•	•	•	•	•	•	•	•	•	
18. Develop oral and written solutions to problems		•	•	•	•	•	•	•	•	•	•	

HEALTH AND WELLNESS COMPETENCIES/STANDARDS REINFORCED IN CHILD CARE SERVICES I AND II

HEALTH AND WELLNESS COMPETENCIES/STANDARDS

	Secondary School Tasks/Competencies Duty Area 1	1.1 Identify classroom regulations and procedures.	1.2 Research job opportunities in the child care field.	1.3 Describe the types of child care settings.	1.4 Participate in HERO activities.	1.5 Examine entrepreneurship opportunities.	Secondary School Tasks/Competencies Duty Area 2	2.1 Describe physical development of the infant.	2.2 Describe emotional development of the infant.	2.3 Describe social development of the infant.	2.4 Describe cognitive development of the infant.	2.5 Identify factors that influence an infant's behavior.	2.6 List ways of communicating with an infant.	2.7 Lift, hold, and carry an infant.	2.8 Bathe and dress an infant.
1. Explain physical and emotional needs that influence behavior								●	●			●			
2. Describe characteristics that support positive mental health: Self-confidence, self-appraisal, friendliness, consideration, and self-reliance								●	●	●	●				
3. Demonstrate the decision-making process					●										
4. Identify causes of emotional conflict: inability to express feelings, changes in environment, differing values, entry into adulthood								●	●	●	●				
5. Research methods of coping with or reducing stress								●	●	●	●				
6. Identify symptoms of poor mental health: excessive or persistent anxiety, unrealistic self-esteem, lack of self-control or discipline															
7. List mental health resources															
8. Identify methods of transmission and prevention of diseases															
9. Identify noncommunicable diseases															
10. List sources of treatment for diseases and individual medical needs															
11. Recognize symptoms of sudden illness/injury and procedures to follow															
12. Exhibit grooming practices and personal hygiene															
13. Demonstrate and explain good dental health practices															
14. Identify nutrients for maintaining health															
15. Evaluate factors involved in malnutrition															
16. Analyze relationship between growth and development															
17. Evaluate genetic factors which determine growth patterns															
18. Identify and demonstrate fire safety procedures															
19. Plan a well balanced diet								●							
20. Explain how a balance of daily activities contributes to mental health								●							
21. Identify environmental pollution and its effects on health								●	●	●	●				
22. Practice sanitary measures in handling food															
23. Demonstrate emergency evacuation procedures															

HEALTH AND WELLNESS COMPETENCIES/STANDARDS	Secondary School Tasks/Competencies Duty Area 3	3.1 Describe physical development of the toddler.	3.2 Describe emotional development of the toddler.	3.3 Describe social development of the toddler.	3.4 Describe cognitive development of the toddler.	3.5 Identify procedures for bathing and dressing a toddler.	3.6 Identify factors that influence a toddler's behavior.	Secondary School Tasks/Competencies Duty Area 4	4.1 Describe physical development of the preschooler.	4.2 Describe emotional development of the preschooler.	4.3 Describe social development of the preschooler.	4.4 Describe congintive development of the preschooler.	4.5 Identify factors that influence a preschool-age child's behavior.
1. Explain physical and emotional needs that influence behavior		●	●				●		●	●	●	●	●
2. Describe characteristics that support positive mental health: Self-confidence, self-appraisal, friendliness, consideration, and self-reliance		●	●	●	●		●		●	●	●	●	●
3. Demonstrate the decision-making process													
4. Identify causes of emotional conflict: inability to express feelings, changes in environment, differing values, entry into adulthood			●	●			●			●	●	●	●
5. Research methods of coping with or reducing stress			●	●									
6. Identify symptoms of poor mental health: excessive or persistent anxiety, unrealistic self-esteem, lack of self-control or discipline			●	●			●			●	●	●	●
7. List mental health resources													
8. Identify methods of transmission and prevention of diseases						●							
9. Identify noncommunicable diseases													
10. List sources of treatment for diseases and individual medical needs													
11. Recognize symptoms of sudden illness/injury and procedures to follow													
12. Exhibit grooming practices and personal hygiene						●							
13. Demonstrate and explain good dental health practices		●											
14. Identify nutrients for maintaining health		●											
15. Evaluate factors involved in malnutrition		●											
16. Analyze relationship between growth and development		●	●	●	●		●						
17. Evaluate genetic factors which determine growth patterns		●							●	●	●	●	●
18. Identify and demonstrate fire safety procedures		●							●	●	●	●	●
19. Plan a well balanced diet													
20. Explain how a balance of daily activities contributes to mental health		●											
21. Identify environmental pollution and its effects on health			●	●	●		●		●	●	●	●	●
22. Practice sanitary measures in handling food													
23. Demonstrate emergency evacuation procedures													

HEALTH AND WELLNESS COMPETENCIES/STANDARDS	Secondary School Tasks/Competencies Duty Area 5	5.1 Describe physical development of the school-age child.	5.2 Describe emotional development of the school-age child.	5.3 Describe social development of the school-age child.	5.4 Describe cognitive development of the school-age child.	5.5 Identify factors that influence a school-age child's behavior.	Secondary School Tasks/Competencies Duty Area 6	6.1 Describe children that may be categorized as special needs or exceptional.	6.2 Identify skills and attitudes that can benefit a child care worker while working with special needs children.	6.3 Identify community agencies that support special needs children, their parents, and the schools.	6.4 Differentiate between the roles that hereditary and environmental factors play in a special needs child's development.
1. Explain physical and emotional needs that influence behavior		•	•	•	•	•		•	•		•
2. Describe characteristics that support positive mental health: Self-confidence, self-appraisal, friendliness, consideration, and self-reliance		•	•	•	•	•		•	•		
3. Demonstrate the decision-making process									•		
4. Identify causes of emotional conflict: inability to express feelings, changes in environment, differing values, entry into adulthood			•	•	•	•		•	•		
5. Research methods of coping with or reducing stress									•		
6. Identify symptoms of poor mental health: excessive or persistent anxiety, unrealistic self-esteem, lack of self-control or discipline			•	•	•	•		•	•		
7. List mental health resources								•	•	•	
8. Identify methods of transmission and prevention of diseases											
9. Identify noncommunicable diseases											
10. List sources of treatment for diseases and individual medical needs											
11. Recognize symptoms of sudden illness/injury and procedures to follow									•		
12. Exhibit grooming practices and personal hygiene											
13. Demonstrate and explain good dental health practices									•		
14. Identify nutrients for maintaining health									•		
15. Evaluate factors involved in malnutrition											
16. Analyze relationship between growth and development		•						•	•		•
17. Evaluate genetic factors which determine growth patterns		•	•	•	•	•		•	•		•
18. Identify and demonstrate fire safety procedures		•	•	•	•	•			•		
19. Plan a well balanced diet									•		
20. Explain how a balance of daily activities contributes to mental health		•						•	•		
21. Identify environmental pollution and its effects on health		•	•	•	•	•		•	•		
22. Practice sanitary measures in handling food									•		
23. Demonstrate emergency evacuation procedures									•		

HEALTH AND WELLNESS COMPETENCIES/STANDARDS	*Secondary School Tasks/Competencies Duty Area 7*	7.1 Perform a health check to identify and promote health care habits of young children.	7.2 Identify symptoms of child abuse/neglect and procedures for reporting suspected cases of child abuse/neglect.	7.3 Identify dental care procedures.	7.4 Identify techniques used for independent dressing skills.	7.5 Describe bathroom monitoring procedures.	7.6 Prepare area for rest/nap time.	7.7 Take body temperature.	7.8 Describe childhood allergies.	7.9 Describe diseases common to infants, toddlers, preschoolers, and school-age children.	
1. Explain physical and emotional needs that influence behavior		•	•								
2. Describe characteristics that support positive mental health: Self-confidence, self-appraisal, friendliness, consideration, and self-reliance			•								
3. Demonstrate the decision-making process		•	•								
4. Identify causes of emotional conflict: inability to express feelings, changes in environment, differing values, entry into adulthood			•								
5. Research methods of coping with or reducing stress			•								
6. Identify symptoms of poor mental health: excessive or persistent anxiety, unrealistic self-esteem, lack of self-control or discipline		•	•	•	•	•	•	•	•	•	
7. List mental health resources			•	•	•	•	•	•	•	•	
8. Identify methods of transmission and prevention of diseases		•								•	
9. Identify noncommunicable diseases		•							•	•	
10. List sources of treatment for diseases and individual medical needs								•	•	•	
11. Recognize symptoms of sudden illness/injury and procedures to follow		•						•	•	•	
12. Exhibit grooming practices and personal hygiene		•	•	•	•						
13. Demonstrate and explain good dental health practices		•		•							
14. Identify nutrients for maintaining health											
15. Evaluate factors involved in malnutrition											
16. Analyze relationship between growth and development											
17. Evaluate genetic factors which determine growth patterns											
18. Identify and demonstrate fire safety procedures		•									
19. Plan a well balanced diet		•									
20. Explain how a balance of daily activities contributes to mental health											
21. Identify environmental pollution and its effects on health											
22. Practice sanitary measures in handling food											
23. Demonstrate emergency evacuation procedures											

HEALTH AND WELLNESS COMPETENCIES/STANDARDS	Secondary School Tasks/Competencies Duty Area 8	8.1 Identify safety procedures for facility, equipment, and supplies.	8.2 Identify staff-to-children ratio requirements for the position of aide or assistant.	8.3 Demonstrate methods for teaching safety habits to young children.	8.4 Supervise students in a practice disaster drill.	8.5 Identify procedures to follow in case of a major accident.	8.6 Complete incident/accident report.	Secondary School Tasks/Competencies Duty Area 9	9.1 Implement music activities.	9.2 Implement art activities.	9.3 Implement dramatic play activities.	9.4 Implement activities that employ math skills.
1. Explain physical and emotional needs that influence behavior												
2. Describe characteristics that support positive mental health: Self-confidence, self-appraisal, friendliness, consideration, and self-reliance												
3. Demonstrate the decision-making process												
4. Identify causes of emotional conflict: inability to express feelings, changes in environment, differing values, entry into adulthood												
5. Research methods of coping with or reducing stress												
6. Identify symptoms of poor mental health: excessive or persistent anxiety, unrealistic self-esteem, lack of self-control or discipline												
7. List mental health resources												
8. Identify methods of transmission and prevention of diseases												
9. Identify noncommunicable diseases												
10. List sources of treatment for diseases and individual medical needs												
11. Recognize symptoms of sudden illness/injury and procedures to follow				•		•						
12. Exhibit grooming practices and personal hygiene												
13. Demonstrate and explain good dental health practices				•								
14. Identify nutrients for maintaining health				•								
15. Evaluate factors involved in malnutrition				•								
16. Analyze relationship between growth and development												
17. Evaluate genetic factors which determine growth patterns												
18. Identify and demonstrate fire safety procedures		•		•	•							
19. Plan a well balanced diet												
20. Explain how a balance of daily activities contributes to mental health												
21. Identify environmental pollution and its effects on health												
22. Practice sanitary measures in handling food												
23. Demonstrate emergency evacuation procedures						•						

HEALTH AND WELLNESS COMPETENCIES/STANDARDS	9.5 Implement activities that stimulate and enhance gross motor development.	9.6 Implement activities that stimulate and enhance fine motor development.	9.7 Implement language arts activities.	9.8 Implement science activities.	9.9 Implement social studies activities.	9.10 Implement activities involving food and cooking.	9.11 Prepare bulletin board display.	9.12 Operate audiovisual equipment.	9.13 Develop a plan for field trips.	
1. Explain physical and emotional needs that influence behavior										
2. Describe characteristics that support positive mental health: Self-confidence, self-appraisal, friendliness, consideration, and self-reliance										
3. Demonstrate the decision-making process										
4. Identify causes of emotional conflict: inability to express feelings, changes in environment, differing values, entry into adulthood										
5. Research methods of coping with or reducing stress										
6. Identify symptoms of poor mental health: excessive or persistent anxiety, unrealistic self-esteem, lack of self-control or discipline										
7. List mental health resources										
8. Identify methods of transmission and prevention of diseases										
9. Identify noncommunicable diseases										
10. List sources of treatment for diseases and individual medical needs										
11. Recognize symptoms of sudden illness/injury and procedures to follow										
12. Exhibit grooming practices and personal hygiene						●				
13. Demonstrate and explain good dental health practices										
14. Identify nutrients for maintaining health						●				
15. Evaluate factors involved in malnutrition										
16. Analyze relationship between growth and development										
17. Evaluate genetic factors which determine growth patterns										
18. Identify and demonstrate fire safety procedures										
19. Plan a well balanced diet						●				
20. Explain how a balance of daily activities contributes to mental health										
21. Identify environmental pollution and its effects on health										
22. Practice sanitary measures in handling food						●				
23. Demonstrate emergency evacuation procedures										

HEALTH AND WELLNESS COMPETENCIES/STANDARDS	***Secondary School Tasks/Competencies Duty Area 11***	11.1 Describe sources of infection and methods for controlling the spread of infection.	11.2 Change diapers.	11.3 Sanitize changing area, crib, potty, bathroom, and toys.	***Secondary School Tasks/Competencies Duty Area 12***	12.1 Serve meals and snacks.	12.2 Set and clear tables for children's meals and snacks.	12.3 Supervise meal or snack.	12.4 Wash and store dishes, glassware, silverware, and utensils.	
1. Explain physical and emotional needs that influence behavior										
2. Describe characteristics that support positive mental health: Self-confidence, self-appraisal, friendliness, consideration, and self-reliance										
3. Demonstrate the decision-making process										
4. Identify causes of emotional conflict: inability to express feelings, changes in environment, differing values, entry into adulthood										
5. Research methods of coping with or reducing stress										
6. Identify symptoms of poor mental health: excessive or persistent anxiety, unrealistic self-esteem, lack of self-control or discipline										
7. List mental health resources										
8. Identify methods of transmission and prevention of diseases		●	●	●		●			●	
9. Identify noncommunicable diseases		●	●	●						
10. List sources of treatment for diseases and individual medical needs		●								
11. Recognize symptoms of sudden illness/injury and procedures to follow		●	●	●						
12. Exhibit grooming practices and personal hygiene						●	●	●	●	
13. Demonstrate and explain good dental health practices										
14. Identify nutrients for maintaining health						●				
15. Evaluate factors involved in malnutrition										
16. Analyze relationship between growth and development										
17. Evaluate genetic factors which determine growth patterns										
18. Identify and demonstrate fire safety procedures										
19. Plan a well balanced diet						●				
20. Explain how a balance of daily activities contributes to mental health						●	●	●	●	
21. Identify environmental pollution and its effects on health		●	●	●		●	●	●	●	
22. Practice sanitary measures in handling food		●				●	●	●	●	
23. Demonstrate emergency evacuation procedures										

HEALTH AND WELLNESS COMPETENCIES/STANDARDS	*Secondary School Tasks/Competencies Duty Area 13*	13.1 Disseminate information about a child to parents according to center policy.	13.2 Perform receptionist duties.	13.3 Comply with regulations regarding the identification of parents, relatives, and guests, and the release of children.	*Secondary School Tasks/Competencies Duty Area 14*	14.1 Develop a resume.	14.2 Complete an employment application form.	14.3 Demonstrate job interview skills.	14.4 Describe ways of accepting and rejecting offers of employment.	14.5 Demonstrate positive attitudes toward on-the-job activities.	
1. Explain physical and emotional needs that influence behavior										•	
2. Describe characteristics that support positive mental health: Self-confidence, self-appraisal, friendliness, consideration, and self-reliance										•	
3. Demonstrate the decision-making process								•	•	•	
4. Identify causes of emotional conflict: inability to express feelings, changes in environment, differing values, entry into adulthood											
5. Research methods of coping with or reducing stress											
6. Identify symptoms of poor mental health: excessive or persistent anxiety, unrealistic self-esteem, lack of self-control or discipline										•	
7. List mental health resources											
8. Identify methods of transmission and prevention of diseases											
9. Identify noncommunicable diseases											
10. List sources of treatment for diseases and individual medical needs											
11. Recognize symptoms of sudden illness/injury and procedures to follow											
12. Exhibit grooming practices and personal hygiene			•								
13. Demonstrate and explain good dental health practices											
14. Identify nutrients for maintaining health											
15. Evaluate factors involved in malnutrition											
16. Analyze relationship between growth and development											
17. Evaluate genetic factors which determine growth patterns											
18. Identify and demonstrate fire safety procedures											
19. Plan a well balanced diet											
20. Explain how a balance of daily activities contributes to mental health											
21. Identify environmental pollution and its effects on health											
22. Practice sanitary measures in handling food											
23. Demonstrate emergency evacuation procedures											

HEALTH AND WELLNESS COMPETENCIES/STANDARDS	14.6 Demonstrate personal money management skills.	14.7 Explain techniques to ease the impact of job dismissal.	14.8 Identify job promotion skills.	14.9 State career goals and objectives in terms of personal philosophy of child care.	14.10 Identify laws related to the caregiver's role in the care of children.	
1. Explain physical and emotional needs that influence behavior						
2. Describe characteristics that support positive mental health: Self-confidence, self-appraisal, friendliness, consideration, and self-reliance						
3. Demonstrate the decision-making process				●		
4. Identify causes of emotional conflict: inability to express feelings, changes in environment, differing values, entry into adulthood						
5. Research methods of coping with or reducing stress						
6. Identify symptoms of poor mental health: excessive or persistent anxiety, unrealistic self-esteem, lack of self-control or discipline						
7. List mental health resources						
8. Identify methods of transmission and prevention of diseases						
9. Identify noncommunicable diseases						
10. List sources of treatment for diseases and individual medical needs						
11. Recognize symptoms of sudden illness/injury and procedures to follow						
12. Exhibit grooming practices and personal hygiene						
13. Demonstrate and explain good dental health practices						
14. Identify nutrients for maintaining health						
15. Evaluate factors involved in malnutrition						
16. Analyze relationship between growth and development						
17. Evaluate genetic factors which determine growth patterns						
18. Identify and demonstrate fire safety procedures						
19. Plan a well balanced diet						
20. Explain how a balance of daily activities contributes to mental health	●					
21. Identify environmental pollution and its effects on health						
22. Practice sanitary measures in handling food						
23. Demonstrate emergency evacuation procedures						

SECTION V

Handbooks for Child Care Centers

OPERATING AN IN-HOUSE NURSERY SCHOOL/CHILD DAY CARE CENTER

Because hands-on experience is crucial for a potential child care aide, teacher, or director, the writers of these task analyses felt it to be extremely important to include information on their in-house nursery schools and child day care center. Each division has graciously submitted examples of parent or student handbooks. A description of the various programs can be found in Section I, Program Descriptions (pages 11-13; 23-24).

SAMPLE HANDBOOKS

George Wythe High School: Parent Handbook
Patrick Henry High School: Parent Handbook
Patrick Henry High School: Student Handbook
Highland Springs Technical Center: Student Handbook
J. Sargeant Reynolds Community College: Parent Handbook

GEORGE WYTHE HIGH SCHOOL
FOR THE ARTS

WONDERLAND PRESCHOOL

1991 - 92

PARENT HANDBOOK

This Parent Handbook was graciously submitted by Gloria Johnson, Child Care Instructor, Richmond City Schools, George Wythe High School, 4314 Crutchfield Street, Richmond, VA 23225-4767.

This booklet has been prepared for parents of young children in the Child Care Services classes in the Work and Family Studies Department at George Wythe High School for the Arts.

WELCOME

We welcome you and your child to our preschool. Thank you for choosing our preschool lab for your child's preschool educational experience. A sincere effort will be made to treat your child as an individual. We realize all children are different, and all have their own habits, needs, and abilities. We shall try to fulfill these individual needs by challenging all children and their abilities and by making full use of each child's talents. We will endeavor to help each child develop habits and attitudes which he or she will further develop during the course of learning.

Cooperation between the parents and the school is essential for a well-balanced program. With your child's welfare in mind, let's share ideas and work closely together in order that this class may be successful.

MAKE IT HAPPEN!

IMAGINE what your children could do at school if you let them know how important YOU think school is . . .

IMAGINE how good schools could be if you and other citizens showed genuine interest in the schools . . .

IMAGINE what Virginia could become if a people with vision and a state with commitment made education their top priority . . .

PRESCHOOL OBJECTIVES

Children will . . .

- look forward to school and will enjoy school as a place for fun with friends, toys, and learning experiences.
- decrease their separation anxiety from parents or caregivers and develop a sense of trust that they will return safely to these caregivers.
- be able to initiate cooperative play during free-play periods.
- be able to respect, cooperate, and develop a rapport with adults (principal, nurse, teachers, aides, custodial, and secretarial staff) in the building.
- follow school rules.
- take care of their belongings in the space provided for them. This includes their clothing, school supplies, projects, and "special treasures."
- attend to their personal hygiene needs.
- learn to function as a group and follow a regular routine established by the preschool.
- have a general knowledge of themes concerning animals, birds, categories, clothing, color, community helpers, days of the week, families, food, growing things, health and cleaning, holidays, homes, music, the preschool setting, safety, shapes, sounds, and weather.
- Strengthen skills in listening, speaking, concentration, memorization, and the ability to reason.

HOW YOU CAN HELP YOUR CHILD

- Develop the idea that school is a wonderful place.
- Prepare your child to be left with the teacher at the door of the classroom on the first day.
- Mark all of your child's outside clothing (coat, hat, mittens, and rubber shoes).
- Encourage your child to put on and take off his or her outer clothing.
- Encourage your child to take care of personal bathroom needs and to wash hands unaided.
- See that your child's clothing is suitable for all the activities of the preschool program. A man's old shirt or a child's apron should be worn to protect the child's good clothing during art periods.
- Visit school and become acquainted with the program.

12 TIPS TO HELP CHILDREN TO READ

1. Read to your child often.
2. Talk to your child. Infants and children learn vocabulary and other language skills faster when parents talk to them on a regular basis.
3. Praise your child whenever you can. Make your child feel important.
4. Listen to your child. Children need the opportunity to express themselves.
5. Encourage discussions to enhance language development. For example, if your child says, "The boy is playing a game," ask, "What is he wearing? Where is he playing? What kind of game is he playing? With whom is he playing?"
6. Share reading as a family experience, with both parents participating. Be enthusiastic and let the child see you enjoy this special time.
7. Build a reading environment at home. Provide books, magazines, games, and puzzles. Let the child see you reading and enjoying it. What you value your child will value.
8. Go to the library together and check out books for each other.

PRESCHOOL SCHEDULE

8:00	Arrival of children Hang up coats Physical check-up
8:10 - 8:20	Clean up time
8:20 - 8:40	Breakfast
8:40 - 8:50	Bathroom time
8:50 - 9:10	Reading readiness
9:10 - 9:35	Music movement expressions Outdoor play or exercise
9:35 - 9:50	Story time
9:50 - 10:20	Directed free play
10:20 - 10:30	Get ready for lunch
10:30 - 10:55	Lunch
10:55 - 11:05	Bathroom time
11:05 - 12:05	Rest time
12:05 - 12:20	Bathroom time
12:20 - 12:35	Snack
12:35 - 1:20	Creative activities "Show & Tell"
1:20 - 1:30	Get ready to go home

* Preschool is not in operation on Fridays.

* The preschool operates on the Richmond Public Schools closing schedule.

* If any other closing dates are required, the preschool instructors will inform you of such closing dates.

9. Don't regard incorrect talk as cute or encourage baby talk. Children should be given correct examples to imitate. At the same time, don't be too hard on the child and demand perfect speech from preschoolers. Some children may not be able to make certain sounds properly until age seven or eight.

10. Make up stories to tell your child and have the child make up some to tell you. Children have a vivid imagination and preschoolers especially love make-believe.

11. Read the child good stories and poems. Children love jingles with catchy rhyming words.

12. Accept your child as an individual. Encourage your child to do his or her best and to take pride in personal accomplishments. Do not make comparisons among brothers and sisters or friends. Your child may be totally turned off. Let him or her know that you are interested and that you care.

HEALTH AND SAFETY

We recommend that you consult your family doctor about vaccination for smallpox and immunization procedures against diphtheria and whooping cough. Regular visits to your family dentist are recommended.

The establishment of good safety rules is very important. You can help accomplish this if you teach children the following:

- to realize the danger in throwing objects
- to realize the danger in running while holding sharp objects
- to listen and follow directions
- to show respect for their teachers
- to put away their toys.

WONDERLAND PRESCHOOL

GUIDELINES

To ensure efficient operation of the preschool laboratory for the Child Care Services classes, the following guidelines have been adopted.

1. The Wonderland Preschool Laboratory will be open from 8:00 a. m. until 1:30 p. m. from the first Monday in October until the last Thursday in May.
2. We operate on the Richmond Public School Calendar. A list of school closing dates will be listed in the preschool handbooklet and/or parents will be notified prior to the date of closing.
3. There is a preschool opening program on the Friday preceding opening day at 10:00 a. m. in the Work and Family Studies Department.
4. Parents are encouraged to bring the preschoolers to meet the teachers and students in the Child Care Services classes. The children can spend some time in our preschool laboratory.
5. Meals will be provided through the cafeteria at George Wythe; therefore, it is very important that each child is on time.
6. Preschoolers must be signed into and out of the preschool each day.
7. Each child will need a change of clothing. EACH CLOTHING ITEM MUST BE CLEARLY LABELED WITH THE CHILD'S FIRST AND LAST NAMES.
8. The cost to attend the Wonderland Preschool Laboratory is $65.00 per month for each child. Payment is due on the first Monday of the month.

   If payment is not received within 5 days after the due date, the child will not be accepted into the preschool on the next day.

   The first payment is due on or before the Friday preceding opening day.
9. Up-to-date records of immunization and physical examination must be provided before a child enters the preschool laboratory program at George Wythe. A birth certificate will be needed also.
10. A sick child should not be brought to the preschool laboratory.

    IF MEDICATION MUST BE GIVEN DURING THE PRESCHOOL HOURS, THE CHILD'S CAREGIVER MUST HAVE A PERMISSION SLIP ON FILE WITH THE SCHOOL NURSE. TEACHERS NOR STUDENTS WILL GIVE MEDICATION.
11. Dress the child in a way that allows participation in all of the activities offered in the program.
12. Do not allow the child to bring valuables to preschool.

13. Please pick up the child on time. We do not have provisions for caring for children after 1:30 p.m. The students have another class to attend.

14. Parents are invited to visit the preschool laboratory at any time. Our doors are always open.

I have read the above guidelines. I understand the guidelines and I agree to the conditions in order for my child/children to participate in the Wonderland Preschool Laboratory for the Child Care Services classes at George Wythe High School for the Arts.

______________________________ (Parent or Guardian)	______________________________ (Child's Name)
______________________________ (Teacher)	
______________________________ (Teacher)	
______________________________ (Building Inspector)	

NOTE: Keep one copy for your records and leave one copy with Mrs. Dixon or Mrs. Johnson. Thank you.

DATE: ________________

WONDERLAND PRESCHOOL LABORATORY

PARENT SIGN-IN SHEET

PRESCHOOLER ______________________________ DATE: _____/_____/_____

SIGNED IN BY	TIME	SIGNED OUT BY	TIME
DATE: _____/_____/_____			
DATE: _____/_____/_____			
DATE: _____/_____/_____			

Parents, please sign your child in and out daily.

ACCIDENT/HEALTH REPORT FORM

Child's Name______________________ Age_____ Date __________________

Parent____________________________ Phone Number ____________________

Person Notified ______________________________ Time __________________

Description of Problem ____

____

____

Supervisor at the Time ____

School Nurse's Disposition ____

____

____

Signature ____

Teacher ________________________________

Parents, this form will be completed for your child in the event of an accident.

PATRICK HENRY PRESCHOOL
PARENT HANDBOOK

This Parent Handbook was graciously submitted by Sheryl Lam, Child Care Instructor, Hanover County Public Schools, Patrick Henry High School, Route 3, Box 2700, Ashland, VA 23005.

PATRICK HENRY HIGH SCHOOL
PRESCHOOL PARENT HANDBOOK

We want to welcome you and your child to the Patrick Henry Preschool. We look forward to an exciting, rewarding, and fun-filled experience for your child this year.

The Patrick Henry Preschool operates as a training center for students enrolled in the Child Care Services curriculum. The course is designed to develop the students' skill in working with children, in learning how to provide age-appropriate developmental experiences for children, and in becoming nurturing, competent child-care givers.

Goals of the Patrick Henry Preschool

1. to establish and maintain a safe, healthy learning environment
2. to promote good health and nutrition and to provide an environment that contributes to the prevention of illness
3. to use space, materials, and routines as resources for constructing an interesting, enjoyable environment that encourages exploration and learning
4. to provide a variety of equipment, activities, and opportunities to promote the physical development of children
5. to provide activities and experiences that develop questioning, probing, exploration, and problem solving appropriate to the developmental levels of the children
6. to provide opportunities for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings
7. to provide experiences that stimulate children to explore and express their creative abilities
8. to help each child to know, accept, and take pride in himself or herself and to develop a sense of independence
9. to help children get along with others and to encourage feelings of empathy and mutual respect among children and adults
10. to provide an environment in which children can learn and practice behaviors which are appropriate and acceptable individually and in a group
11. to provide a purposeful program responsive to participant's needs
12. to maintain a commitment for professional growth for the benefit of children and families.

Our program includes developmentally appropriate activities in art, music, language-arts, fine and gross motor skills, math, and science. Language arts includes learning to use writing tools, attempting to form letters, participating in story time, developing an appreciation for books, strengthening communication skills, building comprehension, and working on time and space relationships.

Enrollment essentials

- a completed application that contains accurate and up-to-date emergency data
- an up-to-date immunization record for your child upon registering
- payment of the enrollment fee of $70.00/year ($35.00 per semester)
- a list of people whom you authorize to bring/pick up your child. We will ask for positive identification from those with whom we are not familiar.

Dress for preschool

Your child should be comfortably dressed in PLAY clothes for preschool. A lot of their play is on the floor, and we do use watercolor paints and tempera paints, glue, and other art supplies that can be messy at times.

When weather permits we do try to go outside for a bit each day so each child should be dressed for the weather.

Please bring one extra change of clothes marked with the child's name to keep at school. Accidents will happen at times, and it is good to be prepared.

Preschool schedule

The preschool will operate from 8:45 a. m. until 11:15 a. m. Preschool is open Monday through Thursday -- no Fridays. Please be sure to observe the hours of operation. Parents, please pick up your child at the designated closing time. A ten-minute waiver time will be allowed after which a $1.00 per minute fee will be charged. Failure to comply with hours of operation on a continuous basis may be considered grounds for termination of enrollment.

Illness

In consideration of the other children, please keep your child home if he or she shows any of the following symptoms:

- a temperature over 100
- intestinal upset along with diarrhea or vomiting or other signs of illness
- sore or discharging eyes
- profuse nasal discharge

Medications

If your child is on medicine, please arrange to ADMINISTER his or her MEDICATION BEFORE/AFTER PRESCHOOL hours. When it is necessary for medication to be given to your child the following criteria must be met:

- Complete medication authorization form and sign it.
- Label medication with child's name, dosage amount, and time to be given.
- Be sure that prescription medications are in the original container with prescription label attached.
- Please note any possible effects this medication may have on your child (i.e. drowsiness, overactivity, etc.)
- Renew authorizations every two weeks. To renew, complete a new medication authorization form. Without renewal, authorization will expire after two weeks.

Arrival and departure

We ask that parents bring their child to _______. This is the classroom the preschool meets in. We ask you or your authorized person to bring and pick up your child from _______. For the safety of the child, we will not release the child to anyone except parents or persons whom you have authorized.

Absences

We do ask that you notify us when your child will be out of preschool (whether absence is due to illness or other reasons). You can call Mrs. Lam or the school and leave a message.

If your child should come down with a contagious disease, please let us know so that we can inform the other parents. One year we had a case of chicken pox among the older students and one of the preschoolers came down with it as well. Parents were informed and knew what to look for.

Snacks

Snacks will be provided daily. We strive to provide a nutritious low sugar snack. Fruit juice is served daily as the beverage. Please let us know of any food dislikes or allergies your child has. On special occasions sweets may be served (holiday celebrations -- we will let you know).

Toys

We ask that you NOT let your child bring toys to school. We provide toys here at preschool for children to play with. Leaving their toys at home will keep some of the confusion down and will protect your child's toys from being broken or misplaced. (A toy may be brought for show and tell BUT must remain in the child's cubby at all other times.)

Show and Tell

We will notify you a little bit later of show and tell days. We will divide the children up and assign them a day to bring in something to share with the class.

Holidays

The following holidays are observed in the preschool:

Halloween--We do NOT dress up for this. We make treats and take them around to special "helpers" in the school. We emphasize safety on Halloween. In lieu of dressing up we may make funny hats as a part of our celebration.

Thanksgiving

Christmas and Hanukkah

Valentine's Day -- We ask each child to bring valentines for the other children in the class; we pretend to be mail carriers that day as we deliver our valentines.

Lincoln's and Washington's birthdays -- We also mention St. Patrick's Day, and we may mention others.

Easter -- Unless there is strong opposition we plan to have an egg hunt the last day we meet prior to Easter.

PROPOSED PRESCHOOL SCHEDULE

8:45 - 8:55	Arrival, greet children, free play
8:55 - 9:10	Circle time (calendar, weather chart, birthdays, show and tell)
9:10 - 9:30	Art activity time
9:30 - 9:50	Activity/learning centers (guided choice)
	language arts writing math science/discovery reading/library manipulatives
9:50 - 9:55	Use restroom, wash hands, prepare for snack
9:55 - 10:10	Snack
10:10 - 10:25	Music activity
10:25 - 10:35	Story time
10:35 - 11:00	Inside/outside play
	Outside play should include development of gross motor skills (large muscles): running, jumping, hopping, playing with frisbees, throwing ball, etc. Inside play should also focus on gross motor development and may include simple games -- hot potato, listen and move, etc.
11:00 - 11:15	Repeat activity centers OR dramatic play Prepare to go home

CALENDAR OF PRESCHOOL EVENTS

Dates	Theme of the Week	Letter	Number
10/14	ORIENTATION		
October			
20-22	Celebrate Fall	A	1
26-29	Fall/Halloween	B	2
November			
2, 4-5	Sizes and Shapes	C	3
9-12	Colors	D	4
16-19	Thanksgiving	E	5
23-25	Thanksgiving	F	6
December			
11/30-3	Our Senses	G	7
7-10	Christmas	H	8
14-17	Christmas/Hanukkah	I	9
WINTER BREAK - PRESCHOOL CLOSED			
January			
5-7	Winter Fun	J	10
11-14	Body Parts	K	11
PRESCHOOL CLOSED 1/18-1/29 Review & Exams for PH			
February			
1-4	Community Helpers	L	12
8-11	Community Helpers	M	13
16-19	Transportation	N	14
22-25	Transportation (air and space)	O	15
March			
1-4	Jungle/Zoo Animals	P	16
8-11	Forest Animals	Q	17
16-19	Birds	R	18
22-25	Farm Animals	S	19
29-4/1	Pets	T	20
April			
5-8	Springtime Parade	U	1-5

SPRING BREAK 4/12-4/16 PRESCHOOL CLOSED

19-21	Growing Things	V	6-10
26-29	Keeping Healthy	W	11-15
May			
3-6	Safety	X, Y	16-20
10-13	Let's Visit the Seashore	Z	
17-20	Kindergarten, Here I Come!		

Preschool will NOT meet on the following dates:

Oct. 19	Teacher Inservice
Nov. 3	Election Day and Parent-Teacher Conference Day (for Child Care Services high school students)
Nov. 26	Thanksgiving
Dec. 21/22	While regular school is still in session preschool will NOT meet. Time to be used for staff development.
Jan. 4	First day back for high school students - staff preparations
Jan. 18-29	Exam review days and exam week
Feb. 15	School holiday
Apr. 12-16	Spring break - Schools closed

Preschool may also be closed when there is school testing. We do not have the testing schedule but will give you as much notice as we can.

At any time when Patrick Henry is closed because of inclement weather the preschool will NOT operate. We also do NOT operate the preschool when school opens late. Our schedule is such that we are unable to "make up" missed days at preschool. During times of inclement weather, if the preschool is in session, please listen to the radio (WRVA, WRVQ, etc.) or television for information about early school closings.

Patrick Henry Preschool Medication Form

________________ (date)

________________ (child's name)

________________ (name of medication)

________________ (amount to be given)

________________ (time to be given)

________________ (child's physician)

________________ (physician's phone #)

Please note any adverse effects that medication may have on your child:

I do hereby authorize the director (or her designee) to administer the above medication to my child.

________________ (parent's signature)

Patrick Henry Preschool Medication Form

________________ (date)

________________ (child's name)

________________ (name of medication)

________________ (amount to be given)

________________ (time to be given)

________________ (child's physician)

________________ (physician's phone #)

Please note any adverse effects that medication may have on your child:

I do hereby authorize the director (or her designee) to administer the above medication to my child.

________________ (parent's signature)

PATRICK HENRY PRESCHOOL
STUDENT HANDBOOK

This Student Handbook was graciously submitted by Sheryl Lam, Child Care Instructor, Hanover County Public Schools, Patrick Henry High School, Route 3, Box 2700, Ashland, VA 23005.

PATRICK HENRY PRESCHOOL LABORATORY

Welcome to the Patrick Henry Preschool Laboratory. Our preschool operates four days a week Monday through Thursday, usually 2 1/2 to 3 hours per day. Our preschool program begins normally in early October and goes through the middle of May. Students enrolled in the Child Care Services curriculum work in the preschool under the supervision of Mrs. Sheryl Lam to gain experience in working with children. Our preschool serves approximately 12 four-year-old students from the western Hanover area. The preschool curriculum includes a variety of enrichment activities designed to enhance a child's beginning in public school.

Child Care Services I students have the major responsibility for the preschool. They plan and implement circle time, art, storytime, writing, math, language arts, music, and manipulative activities. They also prepare and serve snacks.

Child Care Services II students are responsible for snack time clean up. They plan and implement play activities, science, math, and socio-dramatic actiities. They take responsibility for releasing children to authorized "pick ups" and discuss children's progress with parents. Child Care Services II students inventory food stuffs, plan snacks, and make market orders.

STUDENT PERSONNEL POLICY HANDBOOK

Purpose

The Patrick Henry Preschool operates as a training center for students enrolled in Child Care Services I and II.

Child Care Services I and II courses are designed to increase the students' skill in working with children, in learning how to provide age-appropriate developmental experiences for children, and in becoming nuturing, competent child care givers. Throughout the year each student must put concern for the well-being and education of children in his or her care as a top priority. Students' actions, appearance, and language must reflect a GOOD model for the children. Each student will have opportunities to plan, carry out, and evaluate the activities for our preschool class laboratory.

Another equally important function of the school is to provide a quality preschool for those attending and to promote readiness for public school.

Absence Policy

Each student will have assigned jobs or tasks in the preschool each week. Just as employers count on their employees to be at work when scheduled, I count on each of you to be at school and to do your assigned jobs. It is the STUDENT'S RESPONSIBILITY to get class notes and make-up assignments when he or she is out of school with an EXCUSED absence.

If you are sick and will not be in class when you have to teach, then it is YOUR RESPONSIBILITY to call Mrs. Lam by 9:00 a. m. (752-6023, ext. 323 or call and leave a message with the secretary). A substitute can then be scheduled to carry out your part. All of your plans should be on file with Mrs. Lam. Remember this is the lab portion of the class and it counts 1/3 of the six weeks' grade. Habitual absences and/or not calling in will affect your grade.

Evaluation

There are a number of jobs/tasks that you as a student teacher aide will perform in the preschool laboratory. So that our program runs smoothly, all aides must do their part. Each student will receive a daily evaluation of performance in carrying out his or her assigned job/task.

Students may be evaluated in the following categories:

1. Snack: Students are responsible for preparation of snack following planned schedule, serving snack appropriately, cleaning up from snack (includes washing dishes, drying, and putting away dishes, wiping off counters). Snack helpers are responsible for making a grocery list of grocery items that are needed and informing Mrs. Lam when something needs to be purchased. Snack helpers help plan snacks on a month-to-month basis.

2. Bulletin Boards: Students will be assigned to prepare bulletin boards throughout the year that focus on the theme being emphasized at that time. The bulletin board is the student teacher's creation dealing with the assigned theme. The bulletin board should be neat, colorful, meaningful to 4-year-olds, and display correct spelling and manuscript print.

3. Housekeeping: As housekeepers, students are responsible for monitoring the bathroom -- assisting children in the bathroom and with washing hands for snack; helping the children pick up toys and seeing that they are returned to the right place; KEEPING the room PICKED UP; sanitizing toys/bathroom as needed; alerting Mrs. Lam to any unsafe toys or conditions. They will also clean the tables every day with a sponge and spray cleaner after art and snack. (Use a scraper to remove glue or tape.) EVERYONE WILL HELP KEEP THE ROOM PICKED UP.

4. Circle Time Leadership: Student leader will set up for circle time, signaling an end to free play; get the children gathered on the rug for circle time; conduct circle time (introducing the theme, reviewing the weather with the children, doing calendar, conducting show and tell) which should take about 5 - 10 minutes.

5. Storytime Leadership: Student leader will select a book to share with the children in a creative manner (story should relate to theme if possible) using puppets, flannel board figures, voice intonations and lots of expression, dressing up as a character, or otherwise making story come alive for the children.

6. Learning/Activity Centers: Each day the preschoolers will have a chance to work in different activity centers -- language arts, writing, math, science, reading/library, manipulatives, dramatic play, blocks, etc. Mrs. Lam will show students the various items they will work with in each area. When

assigned to this it will be each student's job to encourage the children to try different things in the areas, to interact with the children, and to build their curiosity for learning.

7. Art Activity Leadership: Student leader will be responsible for planning and preparing art activities (if possible related to the theme of the week) that includes making collages, cutting and pasting, using water colors, using finger paints, making puppets, etc. The leader needs to present a completed sample of your activity and break down the activity so that preschoolers can follow the leader step-by-step in doing the activity. Plan for 15 to 20 minutes. This includes time to pass out supplies, explaining and doing, and time for clean-up and putting names on projects. ALL other students ARE EXPECTED TO ASSIST in this.

8. Music Activity Leadership: Student leader will be responsible for planning music activities that support the theme of the week, for providing movement activities, for teaching simple songs and fingerplays, for encouraging exploration of musical instruments, and for other such musical experiences. Music should last from 10 - 15 minutes. Varied activities are a must here.

9. Play Leadership: Student leader will be responsible for planning both indoor and outdoor activities depending upon the weather. Both indoor and outdoor play should focus on activities to develop gross motor skills. Leader is responsible for moving the class to the play area and back to class. Leader maintains control while on the play field. Leader tells other aides (classmates) how they can help. ALL other students ARE EXPECTED TO ASSIST in play time.

Grievances

If you have a problem with another student or child in the class, you should discuss it with Mrs. Lam so as to prevent disrupting class. She will assist you in resolving conflicts. If you have out-of-classroom problems that disrupt your performance in class, you should also talk with Mrs. Lam.

Supplies

Mrs. Lam maintains several cabinets of supplies to be used in the preschool ONLY. Crayons, tempera paint, watercolors, chalk, construction paper, watercolor markers, paste, glue, tape, staples, and rubber bands are some of the items kept on hand. The preschool operates on a strict budget and supplies should not be wasted. Save construction paper scraps as we can always find a use for them.

All supply cabinets should be kept neat and clean. Teachers should make sure that supplies are stored in the appropriate place.

Bathroom Procedures

Only one child is allowed in the bathroom at a time. The student teachers will be sure the toilets are flushed. Children should not "play" while in the bathroom. Students should keep an eye on the bathroom at all times. They should assist children with their clothes (snaps, buttons, etc.) when needed and help them with washing their hands. The bathroom should be kept picked up; basins should be wiped out daily.

Fire Drills

When there is a fire drill, you should get the children quiet. Each child care student should take 1 or 2 children by the hand and lead them in a line from the classroom to the designated area. There is to be NO TALKING and the class MUST STAY TOGETHER. The last one out the door should cut the lights off and close the door. You should remain in the given area in a group until all other students have left. Our class will be the LAST group to leave the fire drill area.

PURPOSES AND GOALS OF PATRICK HENRY'S PRESCHOOL

1. to establish and maintain a safe, healthy learning environment
2. to promote good health and nutrition and to provide an environment that contributes to the prevention of illness
3. to use space, materials, and routines as resources for constructing an interesting and enjoyable environment that encourages exploration and learning
4. to provide a variety of equipment, activities, and opportunities to promote the physical development of children
5. to provide activities and experiences that develop questioning, probing, exploration, and problem solving appropriate to the developmental levels and learning styles of children
6. to provide opportunities for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings
7. to provide experiences that stimulate children to explore and express their creative abilities
8. to help each child to know, accept, and take pride in himself or herself and to develop a sense of independence
9. to help children get along with others and encourage feelings of empathy and mutual respect among children and adults
10. to provide an environment in which children can learn and practice behaviors that are appropriate and acceptable individually and in a group
11. to provide a purposeful program responsive to participants' needs
12. to maintain a commitment for professional growth for the benefit of children and families.

PROPOSED PRESCHOOL SCHEDULE

8:45 - 8:55	Arrival, greet children, free play
8:55 - 9:10	Circle time (calendar, theme, weather chart, birthdays, show and tell)
9:10 - 9:30	Art activity time
9:30 - 9:50	Learning activity centers (guided choice) language arts writing math science/discovery reading/library manipulatives/blocks
9:50 - 9:55	Use restroom/wash hands for snack
9:55 - 10:10	Snack
10:10 - 10:25	Music activity
10:25 - 10:35	Storytime
10:35 - 11:00	Outside/inside motor play Outside play should include development of gross motor skills: running, jumping, hopping, an active game, playing with frisbees, throwing ball, tag, etc. Inside play should include an "active" planned activity such as simple exercises to music, listen and move, hot potato, simple games, and the like.

CALENDAR OF PRESCHOOL EVENTS

Dates	Theme of the Week	Letter	Number
Oct. 1-3	Welcome -- Make New Friends	A	1
Oct. 8-10	Body Parts	B	2
Oct. 15-17	Keeping Healthy	C	3
Oct. 22-24	Fall's Magic	D	4
Oct. 29-31	Halloween	E	5
Nov. 6-7	Colors/Shapes	F	1-5
Nov. 12-14	Colors/Shapes	G	6
Nov. 19-21	Thanksgiving	H	7
Nov. 26-27	Thanksgiving	I	8
Dec. 3-5	Our Senses	J	9
Dec. 10-12	Christmas	K	10
Dec. 17-18	Christmas (Santa party)		
	WINTER BREAK		
Jan. 28-30	Winter Wonderland	L	5-10
Feb. 4-6	Community Helpers	M	11
Feb. 11-13	Community Helpers/ Valentine's Day	N	12
Feb. 18-20	Circus Time	O	13
Feb. 25-27	Things We Ride	P, Q	14
Mar. 3-5	Let's Explore Space	R	15
Mar. 10-12	Animals of the Jungle/ Zoo	S	11-15
Mar. 17-19	Animals in the Forest	T	16
Mar. 24-26	Animals on the Farm	U, V	17
Mar. 31-Apr. 2	Let's Be Safe	W	18
Apr. 7-9	Signs of Spring	XY	19
Apr. 14-16	Springtime Parade	Z	20
	SPRING BREAK		
Apr. 28-30	Make My World Nice Here Comes Kindergarten	Review Alphabet	

Preschool does NOT meet: Nov. 5 (Tues. -- Election Day)
Nov. 18 (Thurs. -- Thanksgiving -- school closed)

Last day for preschool before Winter Break is Wednesday, December 18, 1991.

Preschool will resume Tuesday, January 28, 1992.

At any time when Patrick Henry is closed because of inclement weather, the preschool will NOT operate. We also do NOT operate the preschool when schools open late. Our schedule is such that we are unable to "make up" missed days at preschool. During times of inclement weather, if the preschool is in session, please listen to the radio (WRVA, WRVQ, etc.) or television for information about early school closings.

PRESCHOOL OPERATIONS

Working with Parents and Their Children

Children are very impressionable, and like sponges they "absorb" much of what they hear and see. What this means for you in working with children is that YOU have to be a GOOD ROLE MODEL. You need to watch not only what you say but the manner or tone in which you say it. You also need to be aware of your body language.

A child's first experiences in a structured or school-like setting usually set the tone for how he or she feels about school. If the experience is good and positive then the child looks forward with eagerness to school. If that first experience is not so good it can make the transition to school a rough one.

When working with parents BE POSITIVE. Learn who the parents are and greet them when you see them. When parents ask questions about their child's adjustment, behavior, or progress, be honest but POSITIVE and USE TACT. If there are questions that you do not feel comfortable about answering or can't answer, then refer the parents to Mrs. Lam.

Policy Regarding Release of Children

Parents are being asked to give us the names of people to whom we may release their children as well as names of those people to whom we are NOT to release their children. Parents MAY AMEND this LIST (especially if they form carpools) and add/delete people at any time BUT they must DO SO IN WRITING.

A master list will be maintained in the file box on top of the cubbies. Whenever you are unsure about releasing a child -- CHECK the master LIST and ASK to see some IDENTIFICATION (driver's license, for example). NEVER RELEASE A CHILD IF YOU ARE UNFAMILIAR WITH THE PERSON PICKING UP THE CHILD AND YOU DO NOT HAVE PERMISSION IN WRITING TO RELEASE THE CHILD FROM THE PARENT. CALL MRS. LAM!

Policy Regarding Medications

We have asked parents to give medications to children at home before or after preschool. HOWEVER, at some point you may have parents come in with medication(s) for their child. If this occurs, have the parent fill out an authorization to give medication form. This form is in the file box on top of the cubbies. Once the form has been completed (please check the form to be sure it is all filled in), give the form and medication to Mrs. Lam.

You will not give out medications. You may have to help Mrs. Lam remember WHEN to give a medication though.

Accident/Injury Policy

When children are well supervised and proper precautions have been taken to ensure their safety, accidents and injuries are less likely to occur. But they do occur.

What types of situations require us to fill out an accident/injury form?

- a child falls and breaks the skin, causing bleeding
- a child runs into something and receives a bump on the head
- a child is bitten and the skin is broken
- a child swallows something that should not have been in his or her mouth
- a child receives any injury requiring us to give first aid
- a child chokes on something, necessitating that we do Heimlich maneuver

We do NOT write up every time we replace a bandaid or put a bandaid on a finger.

We do NOT dispense Tylenol!

HIGHLAND SPRINGS TECHNICAL CENTER
CHILD CARE SERVICES
STUDENT HANDBOOK

This Student Handbook was graciously submitted by Patricia Fleming, Child Care Instructor, Henrico County Public Schools, Highland Springs Technical Center, 15 South Oak Avenue, Highland Springs, VA 23075.

HIGHLAND SPRINGS TECHNICAL CENTER/NURSERY SCHOOL

I. Purposes and Goals

- to establish and maintain a safe, healthy learning environment
- to promote good health and nutrition and provide an environment that contributes to the prevention of illness
- to use space, materials, and routines as resources for constructing an interesting and enjoyable environment that encourages exploration and learning
- to provide a variety of equipment, activities, and opportunities to promote the physical development of children
- to provide activities and experiences that develop questioning, probing, exploration, and problem solving appropriate to the developmental levels and learning styles of children
- to provide opportunities for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings
- to provide experiences that stimulate children to explore and express their creative abilities
- to help each child to know, accept, and take pride in himself or herself, and to develop a sense of independence
- to help children to get along with others and encourage feelings of empathy and mutual respect among children and adults
- to provide an environment in which children can learn and practice behaviors which are appropriate and acceptable individually and in a group
- to maintain an open, friendly, and informative relationship with each child's family and encourage its involvement in the program
- to provide a purposeful program responsive to participants' needs
- to maintain a commitment to professional growth for the benefit of children and families.

II. Code of Ethics

For Those Who Work with Young Children

As a person who works with young children, I need to accept the responsibility for supporting the following standards that relate to the child, parents, and family members, and myself.

Child

- to respect each child as a human being
- to treat each child fairly regardless of race, color, sex, national origin, religion, family, social or cultural background
- to recognize unique potentials to be fulfilled within each child
- to accept differing opinions of each child
- to recognize the child's right to ask questions and respond in such a manner as to enhance the child's cognitive development
- to help each child become independent in the pursuit of learning
- to protect the child from embarrassment
- to keep all information about children confidential

Parents and Family Members

- to respect each child's parents and family members
- to maintain family value systems and pride in cultural-ethnic choices

Myself and the Profession

- to be professional as I continue to learn throughout life by seeking knowledge about new developments in early childhood education by informal and formal means
- to recognize cultural value systems of our American way of life by seeking to understand and accept the chosen way of others
- to assist in meeting each child's needs as the child will make a future impact on our society
- to provide a model to demonstrate to young children how adults can create an improved way of living and learning through cooperation
- to share my skills and talents with young children
- to help all people (teachers and children) grow and learn well
- to refrain from making malicious statements about other persons.

III. Nursery School Guidelines

Responsibilities and Job Descriptions

This list of guidelines and suggestions should help you feel more comfortable as you start your classroom participation in the nursery school.

Helpful Techniques

The safety and physical welfare of the children are your first concern. Stay alert to the total situation and be especially aware of potential safety and health hazards. For example, if a child pushes another on any piece of climbing equipment, remove the offending child from the equipment at once -- better still, be near enough to prevent any pushing in the first place.

Get the child's attention before speaking to him or her -- put a hand on the child's shoulder or arm. Stoop down to the child's level to talk. Keep your request or directions simple.

Be aware of shy children, hitters, and grabbers. Help children to talk about why they are hitting and grabbing.

Give positive suggestions rather than negative ones. Say, "Put the book on the table," rather than, "Don't put the book on the floor."

Don't give a choice unless you really intend to permit the child to make one. "Do you want to go to the bathroom?" is more likely to elicit a negative response than is, "It's time to go to the bathroom."

When you make a suggestion, indicate by your voice tone and action that you feel the child is going to carry it out.

Use correct English at all times -- remember you are a role model.

Be alert to children's needs (for example, going to bathroom, tying shoes, wanting a story read, demonstrating the need for guidance)

Never yell or get angry with children. You are above this type of behavior.

Make all activities enjoyable. This will come across to the children by your actions and words -- a positive attitude is essential.

Give attention to all children. Do not show favoritism.

Basic Expectations of Student Teachers

You are expected to be present for every session of nursery school unless you have notified the teacher ahead of time. Talk to the teacher if you have a cold or any other contagious illness.

Be prepared! Your clothes should be washable and touchable. Aprons or smocks can be worn. Wear clothing that is suitable and warm enough for supervising outdoor play.

Sit whenever possible. Do not sit where the children may want to play nor on any play equipment, tables, or storage shelves.

Do not congregate in groups of students. You should talk to other students as little as possible and never discuss children in their presence.

Keep paper and pencil handy for jotting down key words or situations you find children in. (Remember you are both observer and participator.)

Never argue with others during nursery school. If there is a problem, then you can discuss it with the class, the person, or the teacher after the children leave. We have to work cooperatively as a team to make the nursery school program a success. Open communication is very important.

If someone needs help, then please be available. There is always something to do. Don't wait for the teacher to ask you to help.

Keep all equipment and toys in their proper place. Report any broken toys or equipment.

Never leave children alone.

You must supervise the children until the last child goes home. Then check the room to make sure all toys and equipment are back in place and the room is clean. The clean-up supervisor should turn in the Clean-Up Checklist. We will then discuss concerns, problems, or suggestions you may have.

IV. Supervising Children's Activities

General Supervision

As children are engaged in various activities, talk with them; supervise puzzles, table activities, art, clay, playdough, blocks, dramatic play; read stories; sing songs; play games; feed animals; etc. Focus only on the children. Keep toys in the proper areas to prevent falling accidents and losing toys.

Greeting Children

Greet children as soon as they walk in the door. If necessary, help them remove sweaters or coats. Let children do as much as they can. Know each child's name after one week. Help shy children feel welcome. Speak to parents.

Science Area

Be responsible for making sure any animals are fed and plants are watered by the children. Show the children how to take care of and treat animals.

Book Area

Be aware of children who would like to have a book and read to them. Let each child choose one story. If a child wants to hear another book, he or she can wait until other children have had a turn.

House/Dramatic Play Area

Observe and help children during play. Bring out props that can help foster play. Be creative.

Slide and Riding Toys Area

Supervise rough play. Think of the safety of children. When two or more children are using the slide then, "Up the steps and down the slide."

Blocks

Remind children not to start building directly in front of an area where people will be walking.

Make suggestions only when the child is frustrated by mistakes. You may show the child how to close cracks or replace blocks that will make the structure fall down. Do not make suggestions that have to do with design.

Blocks are not used for guns, marching games, or throwing.

Stay alert to prevent one child from knocking down another child's building.

Children should be encouraged but not made to put away blocks when they have finished. Make a game out of the job. Teachers help children put blocks away.

Children can be reminded not to pile blocks higher than their heads.

Work Bench/Woodworking

You may decide how many children may work at the work bench at one time. Allow no more than three.

Wood is fastened in the vice while a child is sawing. Brace and bit are used only under supervision and wood is always held with a C-clamp for this purpose.

Tools stay at the work bench.

Teach children where to store tools.

Safety precautions should be taught as needed.

Creative Activities

Do not make suggestions or ask a child what a drawing, painting, or clay work represents.

Never draw or paint on the child's drawing or painting. Do not make models out of clay for a child.

When a child has finished a drawing or painting, write the following on his or her paper: name, date, and a title if the child has volunteered one. Learn to spell each child's name correctly and to print the name in neat letters.

Art Area/Easel Painting

Smocks or old shirts are worn while painting. Put shirts on backwards. Check to see that sleeves are pushed up to the child's shoulders.

One child at a time paints at the easel.

Colors are put beside the easel so the child will have a choice. Do not put the paint jars on the easel tray.

Children do not mix colors in containers or add water to paints.

Each brush goes back into the color in which it belongs.

The paint brush stays at the easel and is used only on the paper.

If a child is bothered by drips, teach the child to wipe the brush on the edge of the paint container before applying it to the paper.

You remove the paintings and provide new paper.

Children can clean their own easels before they leave. Help them if necessary.

Fingerpainting

Fingerpainting may be done on fingerpaint paper or directly on the table. It is usually limited to two children at a time.

Aprons, smocks, or old shirts are worn. Push the child's sleeves up to shoulders.

Teachers put paint on the child's paper.

If using fingerpaint paper, wet the table before placing paper down. This prevents the paper from slipping.

Have a container (bucket) of water ready for the children to wash their hands in. Then they can wash their hands in the sink.

Sand, Water, or Rice Play

Children always wear water aprons (red or yellow plastic smocks). Push their sleeves up to their shoulders.

Sometimes water play can be moved to the outside area.

Help interpret to the child what is happening in water play. Use words like "overflowing," "too much," "full."

Dishes, containers, and equipment are to be dried and put away before all children leave the sand and water table. They will need adult help.

The teacher can add soap to the water if desired.

Allow no throwing or splattering water on others. Allow no deliberate pouring on the floor. Use positive redirection.

Clean Up Time

Move quietly from group to group and direct small groups who are near the end of an activity to begin to clean up. There is no general signal for a whole room to be cleaned up at one time until most areas are clean. This makes for a much calmer transition.

Toileting and Hand Washing

A student should be by the bathroom or hand washing area whenever it is used by a child. Watch to see

- that the area does not get crowded
- that fingers are not mashed in the door
- that the toilet is flushed
- that hands are washed thoroughly after toileting and before snacks.

V. Guided Activities

Opening Session
Calendar and Weather

Know the order of calendar and weather.

Catch the children's attention with the enthusiasm in your voice.

Students should help the teacher leading the opening session. Sit with or behind the children.

Music and Dance

Have fun and the children will follow.

Experiment with new songs, movements, rhythm, ideas.

Snacks

Encourage but do not force a child to eat a snack.

Never show dislike of a particular food in front of the children.

Enforce good manners.

Talk quietly and sit with the children unless you are helping the snack person with drinks, food, or cleaning.

Do not eat food unless something is left over.

Children will help make the snacks, pass out snacks, and clean up.

Group Activity

The person responsible for a group activity or lesson must have all supplies ready in order to be well prepared.

Let others know if you need help.

Print each child's name on his or her work.

Literature/Language
Storytelling

- Read stories.
- Tell flannel board stories.
- Conduct puppet shows.
- Read poems or perform fingerplays.
- Lead a discussion.
- Discuss movies.

Outdoor Walks and Games

Stay together as a group when taking walks. The person in the front should always check to see that the group is keeping up with him or her.

Walk slowly.

There will be many stops to tie shoes, fix coats, and otherwise tend to needs.

General Supervision

Every student in the room assumes responsibility for cleaning up and making sure equipment is back in place. If you are assigned an area of supervision, then that is your responsibility until you are relieved by the teacher. Do not become distracted by another activity. With all materials, be alert to possible misuses and dangers. In general an activity is permissible if it does not hurt the child, does not hurt others, and is not destructive to equipment or materials.

When a child begins to lose interest in an activity, suggest that the child put away materials before he or she becomes interested in something else. Help the child if necessary.

VI. Schedule of the Day

Arrival
Greet Children

Exchange hellos between teachers and children -- between child and child.

Free Play -- Self Selected Activities

Free play can include sharing ideas and experiences, looking over the choices for the day, working with playdough or clay, painting, coloring with crayons, playing with games or puzzles, blockbuilding, engaging in sand/water play or creative dramatic play, listening to stories, or participating in science activities such as feeding animals or watering plants, cooking, art, exploring, handling, manipulating, discovering.

Guided Activities

Opening Session -- Calendar and Weather Discussion

Music and Dance

Snacks

Language/Literature Experiences -- Storytelling, Flannel Board Stories, Discussion, Movies, Puppets

Group Activity -- Science, Math, Social Studies, Art

Outdoor Activity -- Walks and Games

NURSERY SCHOOL EVALUATION FOR STUDENTS ENROLLED IN CHILD CARE SERVICES I AND II

Name ______________________________

Date ______________________________

10--Outstanding 8--Good 7--Fair 5--Poor

	10	8	7	5	Comments
Appearance					
Personality					
Enthusiasm					
Attitude					
Cooperation					
Reliability					
Initiative					
Punctuality					
Attendance					
Creativity					
Totals					

Comments on instances where performance is particularly high or low:

Comments on ways student can show improvement:

J. SARGEANT REYNOLDS
COMMUNITY COLLEGE
DEMONSTRATION CHILD CARE CENTER

PARENTS' PACKAGE

Guidelines

Policies

Terms and Conditions Agreement

Registration Form

Activities and Transportation Permission Form

Medical Care Permission Form

This Parent Handbook was graciously submitted by Sheryl White, Child Care Program Head/Instructor, J. Sargeant Reynolds Community College, P O. Box 85622, Richmond, VA 23285-5622.

J. SARGEANT REYNOLDS COMMUNITY COLLEGE DEMONSTRATION CHILD CARE CENTER

GUIDELINES

I. Purpose and Philosophy

This comprehensive early child development demonstration child care center will provide

1. service and supportive environment to students, faculty, staff, and community which may create a way for parents to pursue education and career goals
2. diversified and structured learning environment specifically in the area of social, emotional, creative, intellectual, and physical growth
3. a practicum setting for student child care interns in which they will participate in a positive creative and learning environment
4. ongoing education and counseling for parents and opportunities for parent involvement.

II. What We Believe about Children

We believe that children

- learn best in an environment which allows them to choose activities which best meet their needs socially, physically, cognitively, and emotionally
- can make decisions and choices with adults serving as guides rather than as "teachers"
- are naturally curious; therefore, it is essential that the environment must have educational materials relating to all curriculum areas
- learn from each other; therefore, a family group setting will encourage this interaction along with helping children in understanding each other
- learn best when they are in an environment which encourages self-control, independence, and creative thinking.
- learn best in a setting where learning is sequential and provides structure that will foster the cognitive and affective domains of each individual.

III. What We Believe about Teachers

We believe that teachers must

- be innovative in planning, implementing, and evaluating the daily program to meet unique needs of each child

- serve as guides and facilitators of learning while responding to unique needs of learners
- be positive role models
- be flexible and open-minded with a willingness to learn
- be active observers of learners and accurate recorders of observation data
- have a sense of humor and good human relations skills
- show equal respect for every child.

IV. What We Believe about the Environment

We believe the environment must reflect that children live and work in it; therefore, opportunities are provided to develop the "whole" child. They include

- defined areas adapted to interest and maturity in science/nature, literature, music and movement, cognitive learning, art, blocks, sand and water, housekeeping, carpentry, health areas, rest areas, outdoor and indoor facilities for large motor development
- non-sexist atmosphere
- appropriate displayed materials where children can explore and experiment freely within defined limitations.

V. What We Believe about the Curriculum

A broad-based multicultural curriculum with opportunities for every child to experience daily success. The curriculum must

- provide for differentiated learning styles
- have flexibility so that individual interests and experiences of children and teachers may be explored in various ways
- include opportunities for children to solve problems, discover their world of work, play, human and material resources
- enhance creative abilities
- provide for development of self-reliance and positive mental attitudes in both cognitive and affective domains.

VI. What We Believe about Evaluation

We believe it is essential that careful assessment be made of every child's progress to ensure further development. The evaluative scheme must include

- anecdotal records
- recordkeeping of each child's growth socially, physically, cognitively, and emotionally

- program modification for children with special needs including accelerated learners
- an accountability scheme for each staff member based on written job descriptions.

J. SARGEANT REYNOLDS COMMUNITY COLLEGE
DEMONSTRATION CHILD CARE CENTER

POLICIES AND PROCEDURES

The JSRCC Demonstration Child Care Center is open Monday - Friday, from 7:30 a.m. - 5:30 p.m. The Center is open except for holidays specified in the Terms and Conditions Agreement section. We accept children ages 2 1/2 - 5 years (excluding kindergarten). All children must be completely toilet trained.

The Demonstation Center is an educationally-oriented facility and provides daily activities. During the day, your child will have the opportunity to learn preschool skills, practice motor skills, enjoy musical activities, participate in physical education, organized play, and free play. We hope to help your child develop and prepare for kindergarten and grade school.

When you arrive at the Center, **please bring your child inside the Center** so that we are aware of your child's arrival. This also gives us the opportunity to speak with you if we need to. We are not responsible for children until they are inside the Center. Please also make sure that staff is aware of your child's departure. If your child has a difficult time telling you goodbye, we have found that quick goodbyes are more pleasant and less disturbing to the child and parents than long drawn-out goodbyes. The Center staff will be happy to comfort and distract any upset or homesick child after you leave.

We cannot give snacks to children to take with them upon leaving the Center, unless a snack is being served at that moment.

Children are not to bring candy or gum into the Center. Foods such as cookies or cupcakes may be brought for special occasions (birthday, for example) provided enough is brought to share with everyone at a snack or lunch. Children may bring **one** toy or item that is reasonably sturdy and safe on days specified for "Show and Tell."

Please send your child fully clothed with foot coverings appropriate for the weather and active play. Dress your child casually so that good clothing won't be ruined by dirt or stains. All children should have a complete set of spare clothing at the Center, in case of accidents. We ask that you label the clothing with your child's name and bring it in a sack that we may keep here for your child.

If your child shows symptoms of a communicable disease (temperature, rash, vomiting, diarrhea) please do not bring the child to the Center, as this might expose all the children and staff. We are not able to make special arrangements for isolation or quiet activities for children who are brought in sick. In the event that your child becomes ill while at the Center, the parent(s)/guardian(s) will arrange to remove the child from the Center until the child is well.

Prescription and non-prescription medication will be administered only with authorization from the parent on school medication permission forms.

All medication must be in its original container with a label containing the child's name, the medication, and appropriate dosage, or you may come in at your convenience and administer the medicine to the child yourself.

The Center will not withhold any food components of our meals or snacks from any child without a written statement from a doctor (for allergy or other medical reasons).

Send two twin sheets to be used as a cot cover. One sheet will be sent home on Fridays to be washed, dried, and returned clean to the Center on Monday of the next week.

J. SARGEANT REYNOLDS COMMUNITY COLLEGE
DEMONSTRATION CHILD CARE CENTER

TERMS AND CONDITIONS AGREEMENT

Please Read Carefully

1. I/We, as parents of ____ agree to provide accurate information on the application form which is made part of this agreement, we agree to the policies of the JSRCC Demonstration Child Care Center, and we further agree to the following terms and conditions.

2. I/We agree to pay an annual registration fee of __________. I understand that part of this amount will cover reasonable group accident insurance for my child.

3. I/We agree to pay JSRCC Demonstration Child Care Center __________________ per week by Monday of each week or by the end of the first day in the week the child attends. **I understand that no refund will be given for any days missed.**

4. I/We agree to give two weeks' notice in writing or two weeks' payment in the event of withdrawal from the program.

5. I/We accept full financial responsibility in the event of accident or injury.

6. I/We agree to pay a late charge of $5 **per week** for payments not made by 5:30 p.m. Monday of the current week. If late payments are frequent, the operators reserve the right to give two weeks' notice of dismissal. If legal action must be taken, I agree to pay attorneys' fees as well.

7. I/We agree to pay a $15 charge for any and all bad checks. Business management reserves the right to refuse acceptance of personal checks at any time.

8. I/We will sign my child in and out of the Center.
   a. If another authorized person is to pick up my child I will notify the staff in person or by telephone.
   b. If anyone not authorized on the application is to pick up my child, I will notify the staff in writing and deliver this authorization myself.

9. I/We agree to pay $5 for each 15 minutes or any portion of 15 minutes after 5:30 p. m. that the child is picked up. (State law requires that a JSRCC Demonstration Child Care Center employee remain at the center with your child until he or she is picked up -- hence the late charge.) If not paid within 24 hours, a 15% interest fee will be added.

10. I/We agree that in case of discipline problems, JSRCC Demonstration Child Care Center reserves the right to dismiss children from the program. Before dismissal, except in extreme cases, operators will hold a conference with the parents, and a probationary period will be established, usually for two weeks. This gives the child an opportunity to improve behavior. Operators reserve the right to dismiss a child from the program without notice in extreme cases.

11. The parent(s)/guardian(s) understand(s) that the Center serves as a field study laboratory for students enrolled at JSRCC and other institutions as well as other persons who work with young children; further, the Center reserves the right to photograph, record, film, video tape, or make other facsimiles of any child for laboratory research/testing/demonstration evaluation. This permission is granted on the condition that no commercial use will be made of any materials and that all individual, as well as group results, will be treated confidentially.

12. I/We agree that if the parents are or become legally separated or divorced that I/We will provide the Center with a copy of the court child custody order for its files.

13. I/We agree that the program will not operate on the following holidays: Labor Day, Thanksgiving Day and the Friday after, one week for Christmas, New Year's Eve, New Year's Day, Memorial Day, and July 4th.

Signed: (1) ____________________

(2) ____________________

Date: ____________________

J. SARGEANT REYNOLDS COMMUNITY COLLEGE
DEMONSTRATION CHILD CARE CENTER

ACTIVITIES AND TRANSPORTATION PERMISSION

I hereby grant permission for my child ______________________________ to participate in the activities planned by the staff of JSRCC.

I understand that the Center will keep me informed of these activities, and I reserve the right to decline participation in individual activities by my child if I deem it necessary for any reason.

I understand that these activities may require leaving the facility; therefore, I hereby grant permission for my child to ride in the vehicles provided by the Center and to leave the facility, unless I specify otherwise.

Father's or guardian's signature ______________________________

Mother's or guardian's signature ______________________________

Date ____________________

J. SARGEANT REYNOLDS COMMUNITY COLLEGE
DEMONSTRATION CHILD CARE CENTER

MEDICAL CARE PERMISSION

I hereby grant permission for the program operators to obtain emergency medical care if necessary. These steps may include, but are not limited to, the following:

1. We will attempt to contact parent or guardian.
2. We will attempt to contact the child's physician.
3. We will attempt to contact parent through emergency numbers provided.
4. If we cannot contact you or your child's physician, we will do any or all of the following:
    a. Call another physician or paramedics.
    b. Call an ambulance.
    c. Have the child taken to an emergency room of the nearest hospital. A staff member will accompany the child.
5. Any expenses incurred under 4, above, will be borne by the child's family, unless covered by our accident insurance policy.
6. The Center will not be held responsible for anything that might happen as a result of false information given at the time of enrollment. It is the parent's responsibility to keep all information current.

Father's/Legal Guardian's Signature ____________________ SS# ____________________

Mother's/Legal Guardian's Signature ____________________ SS# ____________________

Child's Social Security Number ____________________

Child's Physician Information

Name ____________________

Address ____________________

Phone ____________________ Emergency Phone ____________________

Date of Last Tetanus shot ____________________

List Allergies ____________________

List All Regular Medication Taken ____________________

List Health Insurance Information ____________________
(Copy of Insurance Card Required)

Subscriber's Name ____________________

Name of Insurance Company ____________________

Identification No. ____________________

J. SARGEANT REYNOLDS COMMUNITY COLLEGE
DEMONSTRATION CHILD CARE CENTER

REGISTRATION

CHILD INFORMATION

Name ______________________ Nickname ____________

Address ______________________ Home Phone ____________

PARENT/GUARDIAN INFORMATION

Father's Name ______________________ Home Phone ____________

Address ______________________________________

Place Employed ______________________ Business Phone ____________

Business Address ______________________________________

Mother's Name ______________________ Home Phone ____________

Address ______________________________________

Place Employed ______________________ Business Phone ____________

Business Address ______________________________________

Name of Person Having Legal Custody of Child ______________________

Address ______________________________________

Place Employed ______________________ Business Phone ____________

Business Address ______________________________________

EMERGENCY INFORMATION

Name of Child's Physician ______________________ Phone ____________

Names of Persons to Contact If Parents Cannot Be Reached:

1. ______________________ Relationship to Child ____________

   Address ______________________________________

   Phone ______________

2. ______________________ Relationship to Child ____________

   Address ______________________________________

   Phone ______________

Persons Authorized to Pick Up Child	Address	Daytime Phone No.

Persons Not Authorized to Visit or Pick Up Child/Relationship

If Child Attends This Center and Another School Also, Give Name of School

____________ Grade ____________ Phone ____________

AGREEMENTS

1. The parent will give individual authorization for the child to participate in specific field trips.
2. The child care center agrees to notify the parent/guardian whenever this child becomes ill, and the parent/guardian agrees to pick the child up thereafter as soon as possible.
3. The parent/guardian authorizes the child care center to obtain immediate medical care if any emergency occurs when he/she cannot be located immediately. Special authorization completed:

   ____________Yes ____________No
4. The parent/guardian agrees to give two (2) weeks notice of the withdrawal of their child and further agrees to pay for the two weeks in full should two weeks written notice not be given or should the child not come during the two weeks.
5. Other ____________

SIGNATURES

Parent or Guardian ____________ Date ____________

Administrator of Child Care Center ____________ Date ____________

Date Child Admitted for Care ____________ Date Withdrawn ____________

SECTION VI

Handbooks for Cooperative Education Programs and Internships

OPERATING A COOPERATIVE EDUCATION/STUDENT INTERNSHIP PROGRAM

Student internships and cooperative education programs are used in the community college and the second year of the secondary school child care programs. By participation in internships and cooperative education, students enrolled in the child care program can earn education credit for their on-the-job experience.

Examples of student handbooks for the Henrico County Public Schools Work and Family Studies Cooperative Education Program and for the J. Sargeant Reynolds Community College Child Care Internship Program have been graciously submitted by authors.

SAMPLE HANDBOOKS

A Handbook for Work and Family Studies Cooperative Education
Henrico County Public Schools

A Handbook for J. Sargeant Reynolds Community College Child Care
Internship Program
J. Sargeant Reynolds Community College

A HANDBOOK
FOR WORK AND FAMILY STUDIES
COOPERATIVE EDUCATION

HENRICO COUNTY PUBLIC SCHOOLS

This Student Handbook was graciously submitted by Anne G. Mustian, Education Specialist, Work and Family Studies, Department of Secondary and Adult Education, Henrico County Public Schools, P. O. Box 23120, Richmond, VA 23223.

CONTENTS

Preface

Terms

Forms
- Student Agreement
- Training Agreement
- Training Plan (original)
- Student Progress Report
- Monthly Production Report

Daily Planner Log

Student Competency Record

PREFACE

Work and Family Studies is a discipline that teaches preparation for occupations through on-the-job training and in-school career-related instruction in a cooperative education arrangement. Planned and coordinated instruction on the job and in school is the essential element that distinguishes cooperative vocational education programs from regular school along with part-time employment. Training for occupational employment in Vocational Work and Family Studies prepares students for employment in occupations requiring knowledge and skills in one or more subject areas, including child care and guidance management and services; clothing, apparel, and textiles management, production, and services; food production, management, and services; home furnishings and equipment management, production, and services; and institutional, home management, and supporting services.

Work and Family Studies Cooperative Education coordinates classroom instruction with employment experiences. It enables the student to have both paid work experiences and school credit. Training is based on an agreement developed by the employer, the teacher-coordinator, and the student, who is expected to learn desirable attitudes and acceptable behavior. The program provides a minimum of 160 hours of classroom instruction and 525 hours of supervised on-the-job training and work experience per school year. Cooperative education combines daily classroom instruction with a minimum of 15 hours per week on-the-job training.

ADVANTAGES OF WORK AND FAMILY STUDIES COOPERATIVE EDUCATION

A. Advantages to the student:

- provides an opportunity to determine whether or not he/she is interested in a particular occupation
- provides opportunity to receive vocational training while completing requirements for a high school diploma
- provides some assurance of full-time employment after graduation in an area of interest to the student
- provides job training under actual work conditions
- provides technical information at the time the skills are being learned
- gives valuable work experience before high school graduation
- deals directly in the market place; keeps the learning current and meaningful
- classroom analysis and group discussion of a variety of on-the-job situations permit better understanding of the how's and why's of the world of work, from a broader base than one's own single job
- makes the transition from school to work gradual under the guidance of a teacher-coordinator, with time to adjust
- applies the scientific method of decision-making in a very practical way in situations that can be tested
- gives student security to plan for additional training desired, such as saving money for college.

B. Advantages to the school:

- provides for vocational training without the expense of purchasing the equipment used in the various occupations
- helps meet the needs for trained employees in the community

- provides an opportunity for students who do not wish to continue their education beyond high school to receive job training
- assures closer community relationships because of the necessity for job placement and on-the-job instruction
- allows for continuous feedback from training sponsors and students which automatically keeps the program current
- allows the classroom teacher to provide relevant supplemental materials and resources from employers and employees in the occupational environment.

C. Advantages to the employer:

- provides more detailed all-round training than employer would ordinarily have the time to give
- provides a source of new workers who are receptive to instruction
- makes available full-time employees who have been trained in his or her establishment
- offers opportunity to participate in an educational program of benefit to the community
- provides assistance of the teacher-coordinator in supervising and guiding the employee's adjustment to the world of work
- gives employer an opportunity to make suggestions on relevance of the classroom-related instruction.

TERMS RELATED TO WORK AND FAMILY STUDIES COOPERATIVE EDUCATION

Advisory council: a group of managers and training sponsors representing business and industry, school administrators, and other persons who serve in an advisory capacity

Certificate of Completion: written recognition granted to WFSCE students upon satisfactory completion of requirements of the course of instruction

Competency Profile Folder: form for recording student's achievement of competencies in an occupational area

Completer: a student who meets a vocational occupational objective by finishing a planned course or sequence of courses designed to provide entry-level job skills

Completer/Leaver follow-up: records which must be completed by the school district for each student who finished or left an occupational program during the prior year

Coordination activities: functions the teacher-coordinator performs to integrate various aspects of WFSCE

Course of study: self-instructional materials in one occupational program area

Dictionary of Occupational Titles (DOT): comprehensive, up-to-date occupational information on job duties and requirements in the United States published by the Department of Labor

Employer: person employing a WFSCE student

Employer follow-up: records which must be completed by the school district for each employer who employed an occupational education student during the prior year

FHA/HERO (Future Homemakers of America/Home Economics Related Occupations): youth leadership organization for students enrolled in Vocational Work and Family Studies

Group instruction: instruction orienting all students to the world of work

Work and Family Studies Cooperative Education (WFSCE): occupational education which provides classroom instruction and on-the-job work experience in Work and Family Studies occupations

Individualized instruction: instruction related to the occupational program area in which the student is employed

Instructional method: educational delivery system, such as Work and Family Studies Cooperative Education

Leaver: a student who enrolls in and attends a course of vocational education but leaves the course or institution without completing the course

Objectives: the expected measurable behavior that should result from successful completion of designated learning experiences

Occupational education: training for employment

Occupational objective: student's career goal

Occupational program: employment areas related to student areas of Work and Family Studies

On-the-job training: instruction given to an employed worker by the employer during work hours

Permanent record: process for maintaining information on student for evaluation

Program: occupational area of study of the student

Social Security number: individual government identification number required for employment

Student learner: a student in cooperative education who is legally employed as a part-time worker and so classified by the Wage and Hour and Public Contracts Division of the U. S. Department of Labor for wage and hour regulation purposes

Tasks: competencies related to an occupational program area

Teacher-coordinator: person with a certified vocational Work and Family Studies teaching certificate who directs classroom instruction and coordinates activities of WFSCE

Training plan: written agreement between the employer, the school, and the student, which identifies the tasks, work experiences, and study assignments planned for the student

Training sponsor: person supervising a WFSCE student on the job

Training Station: establishment which employs a WFSCE student and provides supervised training in accordance with a written training plan

Wage and Hour Report: a classroom form for recording hours worked and wages received by the student for each day and week of the school year

COOPERATIVE WORK AND FAMILY STUDIES

STUDENT AGREEMENT

1. It is important that the student (and parent/guardian) realize that this employment is under school supervision. The student is representing the employer and the school in the community and is directly responsible to the teacher-coordinator for his/her training program.

2. The student's attitude, cooperation, initiative, ability, and desire to learn will be considered as a part of his/her readiness for employment.

3. Students shall present a business-like appearance, suitable to the job, at all times on the job. Work dress will be governed by the employer and/or teacher-coordinator.

4. When a student is absent from school, he/she will not be permitted to work in the afternoon or evening unless advance permission has been given by the teacher-coordinator. Regular attendance is essential to the progress of the student in this program. The student must notify the coordinator and employer by 9:00 a.m. (before if possible) if he/she is going to be absent from work.

5. When a job situation becomes unpleasant for the student for any reason, the student shall inform the teacher-coordinator immediately. After conferring with the student and the employer, the teacher-coordinator will determine the course of action.

6. If a student loses his or her job through negligence, or misdemeanor, or quits, he/she may be removed from the program, with loss of credit, by the teacher-coordinator after consultation with the principal, employer, and parents. If a student is removed from the program, his/her school day will be rescheduled.

7. Students will turn in accurate reports, i.e., time charts, daily reports (due weekly), as requested by the teacher-coordinator.

8. The student must be willing to accept available employment as arranged by the teacher-coordinator.

9. The student must work a minimum of 15 hours a week during the duration of the school year, including, when necessary, working on weekends and holidays.

10. Transportation to and from the cooperative education work station, home, and HERO chapter activities will be the responsibility of the student (and parent/guardian). Neither the teacher-coordinator nor the school will be responsible for transportation.

11. The student will leave school following his/her last class or at a time specified by the teacher-coordinator and/or school administration.

12. The student is in a work-study program in which he/she will receive one credit for classroom study and one credit for on-the-job training. The classroom instruction will comprise 50% of the grade and the work experience will comprise the remaining 50%; therefore, both credits must be earned, i.e., two credits or no credits.

13. Any student not placed in an approved Work and Family Studies related business and receiving on-the-job training by the end of the first semester of school may be dropped from the program.

14. Every Cooperative Work and Family Studies student is expected to join the local chapter of the Future Homemakers of America/Home Economics Related Occupations (FHA/HERO) and to participate in all designated activities.

15. Student expenses for FHA/HERO chapter activities will be payable at the beginning of the school term, or as designated by the teacher-coordinator.

16. The student understands that school comes first, job second!

17. It is suggested that the student (and parent/guardian) consider purchasing the 24-hour insurance policy available through the school.

18. The student must maintain at least an overall "C" average to remain in the work program.

19. Work schedules are arranged by the employer and the student is expected to report at the given time. The student-trainee is expected to fulfill the time requirements of the job, regardless of school vacation periods.

I have read the above policies in full with complete understanding and approval and pledge to put forth my best efforts in making the Cooperative Work and Family Studies enterprise a success.

Signed: ______________________________ ____________
Student Date

Signed: ______________________________ ____________
Parent or Guardian Date

Signed: ______________________________ ____________
Principal Date

Signed: ______________________________ ____________
Teacher-Coordinator Date

COOPERATIVE WORK AND FAMILY STUDIES

TRAINING AGREEMENT

Student's Name ______________________ Birth Date ________________ Age ________

Student Address __________________________________ Telephone ______________

School ____ Telephone ______________

School Address ____

Training Station __________________________________ Telephone ______________

Address of Training Station ____

Training Sponsor ______________________________ Position ________________

Dates of Training Period: From ____________________ to ____________________

Average Number of Hours of Employment: Per Week ____________.

Rate of Beginning Pay ________________

Career Objective ____

Name of Coordinator ______________________________ Telephone ______________

RESPONSIBILITIES

The STUDENT considers his/her job experience as contributing to his/her career objective and agrees

1. to be regular in attendance at school and on the job.
2. to remain at home in the afternoon or evening if he/she is absent from school in the morning because of illness. (If the student is absent in the morning because of appointments or obligations other than illness, such as a doctor's or dentist's appointment, he/she will arrange with the teacher-coordinator for permission to report to work in the afternoon.)
3. to notify the coordinator and employer by 9:00 a.m. each day he/she is absent from school and work.
4. to perform his/her training station responsibilities and classroom responsibilities in an efficient manner.
5. to show honesty, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, appropriate dress, and a willingness to learn on the job and in the classroom.
6. to conform to the rules and regulations of the training station.
7. to furnish the teacher-coordinator with necessary information about his/her training station and to complete promptly all necessary reports.
8. to consult promptly the teacher-coordinator about any difficulties arising at the training station or related to his/her training program. A daily comments/summary of activities performed is due weekly.
9. to remain in the training station to which he/she is assigned unless transferred or removed by the teacher-coordinator. A student may not change stations or leave a training station without prior approval of both the teacher-coordinator and parent or guardian.
10. to participate in FHA/HERO co-curricular activities that are required in connection with the Work and Family Studies program.
11. to plan and record daily activities performed at the training station (i.e., use of planning book, a daily log, etc.).

Training Agreement (continued)

The PARENT or GUARDIAN of the student-learner, realizing the importance of the training program, agrees

1. to encourage the student to carry out effectively his/her duties and responsibilities.
2. to share the responsibility for the conduct of the student while training in the program.
3. to accept responsibility for the safety and conduct of the student while he/she is traveling to and from the school, the training station, and his/her home.
4. to be responsible for all of the student's transportation.

The TRAINING STATION supervisor/sponsor, recognizing that a training plan is being followed and that close supervision of the student will be needed, agrees

1. to provide a sufficient variety of work experiences for the student that will contribute to the attainment of his/her objective.
2. to endeavor to employ the student for at least 15 hours each week during the entire training period.
3. to adhere to all federal and state regulations regarding employment, child labor laws, minimum wages, safety, and other applicable regulations.
4. to evaluate the student every six weeks.
5. to provide time for consultation with the teacher-coordinator concerning the student and to discuss promptly with the teacher-coordinator any difficulties the student may be having.
6. to provide available company instructional materials for the student.
7. to pay the student the wage rate which is comparable to that paid beginning workers doing similar work or which conforms to the policies of the organization concerning part-time employment.
8. to abide by all Henrico County Public School regulations to which the student is required to adhere.
9. to maintain the training station for the purpose of training the student and to cooperate with the teacher-coordinator if it should become necessary to transfer or withdraw a student from the training station. If the student is no longer enrolled in the program, this agreement becomes null and void.
10. to notify the Work and Famiy Studies Occupations teacher coordinator if it becomes necessary to terminate student's employment.
11. to allow a three-week trial or probationary period to provide opportunity for the student to show evidence of proficiency, aptitude, and suitable work attitudes. If the student meets the employment requirements, the Cooperative Training Agreement for both the employer and the student will be considered established.

The TEACHER-COORDINATOR, representing the school, will coordinate the training program toward a satisfactory preparation of the student for his/her occupational career objective and agrees

1. to see that the necessary related classroom instruction is provided.
2. to make monthly visits to the training station to observe the student, to consult with the training supervisor/sponsor, and to render any needed assistance with training problems of the student.
3. to formally evaluate the student twice a semester
4. to endeavor to adjust all problems concerning the training station with the cooperation of all parties concerned and to transfer or withdraw a student from the training station when necessary.
5. to determine objectives for training on the job with the assistance of the employer as a part of the six-week evaluation.
6. to assume the final responsibility for assigning the student's grade since the cooperative program is part of the school curriculum.
7. to review with students the rules and regulations of the training station and maintain a copy on file at the school.

Training Agreement (continued)

Additional Comments:

By:

Training Station Supervisor/Sponsor	Date	Parent or Guardian	Date
Teacher-Coordinator	Date	Student-Learner	Date
Principal	Date		

TRAINING PLAN

STUDENT ______________________

YEAR ______________________

OCCUPATIONAL TITLE ______________________

The following training plan identifies essential task competencies, work experiences, and study assignments planned for the student.

Required Task Competencies	To be done		Related Study Assignments
	On the job	In Related Class	

OCCUPATIONAL WORK AND FAMILY STUDIES EDUCATION SERVICE

Date ______________________________

STUDENT PROGRESS REPORT

___________________________ (STUDENT)

___________________________ (TRAINING AGENCY)

4 - OUTSTANDING 3 - GOOD 2 - FAIR 1 - POOR

CHECK THE APPROPRIATE SPACE IN EACH CATEGORY	4	3	2	1	COMMENTS
1. Appearance					
2. Personality					
3. Enthusiasm					
4. Cooperation					
5. Reliability					
6. Initiative					
7. Judgment					
8. Overall Performance					

(Check one)

9. ATTENDANCE

Has perfect attendance _______

Occasionally absent but with good excuse and advance notification _______

Occasionally absent without good excuse or notification _______

Frequently absent _______

(Check one)

10. PUNCTUALITY

Always on time _______

Occasionally late but with good excuse _______

Occasionally late without good excuse _______

Frequently late _______

(continued)

Indicate below the competencies to be performed during the grading period.

4 - OUTSTANDING 3 - GOOD 2 - FAIR 1 - POOR

CHECK THE APPROPRIATE SPACE IN EACH CATEGORY	4	3	2	1	COMMENTS

Comment on instances where performance is particularly high or low:

Comment on ways in which the student can show improvement:

How does performance compare with the last rating?

Rated by ____________________

Position ____________________ Date ____________

COOPERATIVE EDUCATION

Monthly Production Report

Student ______________________ Month ______________________

Business ______________________ Vocational Objective ______________________

	First Week		Second Week		Third Week		Fourth Week		Fifth Week		Sixth Week	
Day of Week	Date and No. of Hrs. Worked	Weekly Earnings	Date and No. of Hrs. Worked	Weekly Earnings	Date and No. of Hrs. Worked	Weekly Earnings	Date and No. of Hrs. Worked	Weekly Earnings	Date and No. of Hrs. Worked	Weekly Earnings	Date and No. of Hrs. Worked	Weekly Earnings
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
TOTALS												
Hourly Wage												

______________________ Student's signature

______________________ Employer's signature

Student ______________________________

DAILY PLANS	COMMENTS/SUMMARY	DAY	DATE
		MONDAY	
		TUESDAY	
		WEDNESDAY	
		THURSDAY	
		FRIDAY	
		SATURDAY	
		SUNDAY	

WORK AND FAMILY STUDIES

STUDENT COMPETENCY RECORD

Name of Course: Child Care Services

Length of Course: 2-Year Program for 36 Weeks - 3/2 Periods, Year 1; 1 Period and Co-op, Year II

Student: ____________________

School Year ____________________

School: ____________________

Teacher/Coordinator ____________________

The **teacher coordinator** is to evaluate student progress using the rating scale below and record the appropriate number to indicate their degree of competency achieved. The ratings of 4, 3, 2, and 1 should reflect JOB READINESS for the task competencies rather than the grade given in the class. This system is to serve as documentation and record of student achievement and progress in competency-based education (CBE) for a designated course in the Work and Family Studies program.

Rating Scale:
4. *Skilled* - can work independently without supervision
3. *Moderately Skilled* - can perform job completely with limited supervision (needs more practice)
2. *Limited Skill* - requires instruction and close supervision
1. *No exposure* - no experience or knowledge in the area

TASK COMPETENCIES	Date of Evaluation	Final Rating
1. Introducing the Child Care Services Course		
1.1 Identify classroom regulations and procedures.		
1.2 Research job opportunities in the child care field.		
1.3 Describe the types of child care settings.		
1.4 Participate in HERO activities.		
1.5 Examine entrepreneurship opportunities.		
2. Understanding Growth and Development Characteristics of		
Infants (0-15 Months)		
2.1 Describe physical development of the infant.		
2.2 Describe emotional development of the infant.		
2.3 Describe social development of the infant.		
2.4 Describe cognitive development of the infant.		
2.5 Identify factors that influence an infant's behavior.		
2.6 List ways of communicating with an infant.		
2.7 Lift, hold, and carry an infant.		
2.8 Bathe and dress an infant.		

Student: ______________________ Name of Course: Child Care Services

TASK COMPETENCIES	Date of Evaluation	Final Rating
3. Understanding Growth and Development Characteristics of Toddlers (16-24 Months)		
3.1 Describe physical development of the toddler.		
3.2 Describe emotional development of the toddler.		
3.3 Describe social development of the toddler.		
3.4 Describe cognitive development of the toddler.		
3.5 Identify procedures for bathing and dressing a toddler.		
3.6 Identify factors that influence a toddler's behavior.		
4. Understanding Growth and Development Characteristics of Preschool-Age Children (2-5 Years)		
4.1 Describe physical development of the preschooler.		
4.2 Describe emotional development of the preschooler.		
4.3 Describe social development of the preschooler.		
4.4 Describe cognitive development of the preschooler.		
4.5 Identify factors that influence a preschool-age child's behavior.		
5. Understanding Growth and Development Characteristics of School-Age Children (5-12 Years)		
5.1 Describe physical development of the school-age child.		
5.2 Describe emotional development of the school-age child.		
5.3 Describe social development of the school-age child.		
5.4 Describe cognitive development of the school-age child.		
5.5 Identify factors that influence a school-age child's behavior.		
6. Caring for Exceptional Children		
6.1 Describe children that may be categorized as special needs or exceptional.		
6.2 Identify skills and attitudes that can benefit a child care worker while working with special needs children.		
6.3 Identify community agencies that support special needs children, their parents, and the schools.		
6.4 Differentiate between the roles that hereditary and environmental factors play in a special needs child's development.		
7. Promoting Practices That Develop and Maintain the Child's Health		
7.1 Perform a health check to identify and promote health care habits of young children.		
7.2 Identify symptoms of child abuse/neglect and procedures for reporting suspected cases of child abuse/neglect.		
7.3 Identify dental care procedures.		

Student: ____________________ Name of Course: Child Care Services

TASK COMPETENCIES		Date of Evaluation	Final Rating
7.4	Identify techniques used for independent dressing skills.		
7.5	Describe bathroom monitoring procedures.		
7.6	Prepare area for rest/nap time		
7.7	Take body temperature.		
7.8	Describe childhood allergies		
7.9	Describe diseases common to infants, toddlers, preschoolers, and school age children.		
8.	**Demonstrating Daily Safety Habits**		
8.1	Identify safety procedures for facility, equipment, and supplies.		
8.2	Identify staff-to-children ratio requirements for the position of aide or assistant.		
8.3	Demonstrate methods for teaching safety habits to young children.		
8.4	Supervise students in a practice disaster drill.		
8.5	Identify procedures to follow in case of a major accident.		
8.6	Complete incident/accident report.		
9.	**Implementing Developmentally Appropriate Programs for Infants, Toddlers, Preschoolers, and School-Age Children**		
9.1	Implement music activities.		
9.2	Implement art activities.		
9.3	Implement dramatic play activities.		
9.4	Implement activities that employ math skills.		
9.5	Implement activities that stimulate and enhance gross motor development.		
9.6	Implement activities that stimulate and enhance fine motor development.		
9.7	Implement language arts activities.		
9.8	Implement science activities.		
9.9	Implement social studies activities.		
9.10	Implement activities involving food and cooking.		
9.11	Prepare bulletin board display.		
9.12	Operate audiovisual equipment.		
9.13	Develop a plan for field trips.		
11.	**Developing Infection Control Procedures**		
11.1	Describe sources of infection and methods for controlling the spread of infection.		
11.2	Change diapers.		
11.3	Sanitize changing area, crib, potty, bathroom, and toys.		

Student: ______________________ Name of Course: Child Care Services

TASK COMPETENCIES		Date of Evaluation	Final Rating
12.	**Handling Food**		
12.1	Serve meals and snacks.		
12.2	Set and clear tables for children's meals and snacks.		
12.3	Supervise meal or snack.		
12.4	Wash and store dishes, glasware, silverware, and utensils.		
13.	**Working with Parents, Guardians, and Guests**		
13.1	Disseminate information about a child to parents according to center policy.		
13.2	Perform receptionist duties.		
13.3	Comply with regulations regarding the identification of parents, relatives, and guests, and the release of children.		
14.	**Developing Employment Skills**		
14.1	Develop a resume.		
14.2	Complete an employment application form.		
14.3	Demonstrate job interview skills.		
14.4	Describe ways of accepting and rejecting offers of employment.		
14.5	Demonstrate positive attitudes toward on-the-job activities.		
14.6	Demonstrate personal money management skills.		
14.7	Explain techniques to ease the impact of job dismissal.		
14.8	Identify job promotion skills.		
14.9	State career goals and objectives in terms of personal philosophy of child care.		
14.10	Identify laws related to the caregiver's role in the care of children.		

A HANDBOOK
FOR
J. SARGEANT REYNOLDS
COMMUNITY COLLEGE
CHILD CARE INTERNSHIP PROGRAM

This Student Handbook was graciously submitted by Sheryl White, Child Care Program Head/Instructor, Division of Arts and Sciences, Downtown Campus, J. Sargeant Reynolds Community College, P. O. Box 85622, Richmond, VA 23285-5622.

CHD 190
J. SARGEANT REYNOLDS COMMUNITY COLLEGE
CHILD CARE INTERNSHIP

The Responsibility of the Child Care Center, Student, and College

A. Child Care Supervisor's responsibility is to

- orient the student to the center and the specific service in which the student will work.
- define the student's role in the center.
- select the task and experience plans for the student.
- hold regular weekly supervisory meetings with the student individually or as part of a group.
- contact the program head at the college if there are problems in the student's adjustment or job performance.
- help the student integrate his field experience with classroom work and recommend relevant articles and books for the student to read when appropriate.
- evaluate the student's performance in the field placement. The forms for this evaluation are attached and are to be shared with the student on completion.

B. Student responsibility is to

- perform the tasks outlined by the student's supervisor.
- regularly attend the child care center during the hours arranged for the field work. If the student must be absent at any time, the supervisor must be informed as early as possible and the time lost must be made up. The student must spend approximately 60 hours in the center.
- keep track of the hours worked. All students should record the hours worked on the Weekly Practicum Report submitted to the instructor.
- recognize the need for confidentiality in the work of the center and practice this not only at the center but also elsewhere.
- be regular and prompt in attendance at conferences and supervisory sessions. The student is expected from the onset to formulate questions and issues he wishes to discuss in supervisory sessions. Topics the student is likely to want to discuss with the supervisor are understanding the dynamics of observed behavior; problems in forming relationships; defining problems and determining goals and objectives; concerns about the supervisory relationship; and the development of skills.

- learn how to use supervision constructively and not be threatened by it.
- evaluate practicum placement experiences.

C. The Program Head of the Child Care Program at J. Sargeant Reynolds Community College is responsible for

- placement of all students receiving college credit, and should be contacted where concerns arise during the field experience.
- meeting with the child care center supervisor of the student at the beginning of the semester to plan the details of the student's field experience in accordance with the center's needs and learning objectives for this course.
- meeting with student and/or center's supervisor individually as needed for any problems regarding the student's adjustment or concerns about the job.
- determining the semester grade for each student based on the supervisor's evaluation.
- contacting the child care center supervisor about any problems related to the field experience of the student.
- arranging a meeting, as appropriate, with all child care supervisors and students to share experiences and suggestions for improving the course.

A student may be terminated in a field placement during the semester by request of the child care center, the college, or the student after consultation together.

J. SARGEANT REYNOLDS COMMUNITY COLLEGE

CHILD CARE INTERNSHIP

EVALUATION PACKET FOR CHILD CARE CENTER SUPERVISOR

Name of Student ____________________

Child Care Center ____________________

Supervisor ____________________

Period Covered by Evaluation: From __________ To __________

Number of Hours Worked ____________________

Taking into consideration that this is an evaluation of a certificate candidate in beginning field experience, please evaluate the experience of the above student in terms of the center. This evaluation should be discussed with the student and signed by the supervisor, the program head at college, and the student.

Date: __________ Supervisor __________

Date: __________ Student __________

Date: __________ Child Care Program Head __________

Description of student's role in the child care center:

(continued)

PART I
Please categorize the weekly experience of the student on this and the following two pages and indicate the role played by the student in the appropriate category.

	Observer	Participant	Primary Responsibility	N/A
1. MEETINGS				
a. Staff				
b. Community				
c. Other				
2. CONFERENCES AND INSERVICE TRAINING				
a. Center's inservice training				
b. Parent Conferences				
c. Other				
3. INTERVENTIVE EXPERIENCES				
a. Ongoing individual contact				
b. Ongoing group contact				
c. Community				
d. Information and referral				
4. SPECIFIC METHODOLOGY				
a. Specific narratives on techniques used in working in the center				

(continued)

	Very Good	Good	Sufficient	Needs Improvement	N/A	Other	
Understanding of self							
Understanding of own limitations							
Sensitivity to others							
Dependability							
Acceptance & use of authority							
Awareness & respect for cultural differences							
Concern with current social issues							
Initiative in assuming responsibility							
Ability to work within center's structure, regulations, & practice							
Practice of confidentiality							
Appropriate use of supervision							
Organization of work							
Knowledge & use of community resources							
Ability to communicate:							
Verbally							
Non-verbally							
Written							
Ability to establish relationships with:							
Children							
Significant people in children's life							
Other staff							

(continued)

	Very Good	Good	Sufficient	Needs Improvement	N/A	Other	
Ability in problem solving:							
Obtaining necessary information							
Assessment of information							
Identification of problem(s)							
Mutual setting of goals							

PART II

Taking into consideration that this student is a certificate candidate in beginning field experience, please evaluate the student's weekly performance, choosing the method of evaluation you prefer:

1. An essay description of the student's strengths, weaknesses, growth, and potential.
2. A completion of the Weekly Practicum Report on the following pages.
3. A combination of both methods.

FOR ESSAY EVALUATION -- Evaluation by means of an essay description of the student's strengths, weaknesses, growth, and potential for work in a child care setting. Attach extra sheet if needed.

J. SARGEANT REYNOLDS COMMUNITY COLLEGE
CHILD CARE PROGRAM

WEEKLY PRACTICUM REPORT

Seminar: Day ________ Time ________ Date ___________

Student Name: ______________________________

1. HOURS WORKED

Date	Hours	Total

2. SUPERVISION

Staff conferences: Date ________ Time __________

Outcome

Individual supervision: Approximate Time __________

Outcome

3. MEETINGS AND VISITS AS RELATED TO FUNCTIONING OF THE CENTER

Name	Place	Time	Purpose

4. BRIEF DESCRIPTION OF ACTIVITY DURING THE WEEK (include more detail on following page)

5. SPECIFIC THOUGHTS AND/OR PROBLEMS DURING THE WEEK INVOLVING SELF, CHILDREN, SUPERVISOR, PARENTS, AND OTHER STAFF

(continued)

DAILY ACTIVITY RECORD

Student Name ______________________________

Evaluator's Name ______________________________

Date of Evaluation ______________________________

Name of Activity ______________________________

Date of Activity ______________________________

Area ______________________________

Age Group of Children ______________________________

Number of Children Involved ______________________________

Materials Needed ______________________________

Time Frame of Activity ______________________________

Adults Needed to Implement ______________________________

Summary of Outcome:

J. SARGEANT REYNOLDS COMMUNITY COLLEGE

OUTCOMES ASSESSMENT

CHD 190

Name of Student ____________________

Program Head ____________________

Supervising Teacher/Program Director ____________________

	Excellent	Good	Average	Average	Poor
1. Maintains good attendance and promptness.	___	___	___	___	___
2. Communicates appropriately with children (grammar, enunciation, pronunciation, appropriate level).	___	___	___	___	___
3. Establishes a positive rapport with children.	___	___	___	___	___
4. Expresses ease and feels comfortable when working with children.	___	___	___	___	___
5. Recognizes individual differences among children.	___	___	___	___	___
6. Exhibits knowledge regarding social, emotional, intellectual, and psychomotor development.	___	___	___	___	___
7. Implements appropriate behavioral management techniques.	___	___	___	___	___
8. Demonstrates awareness of the content appropriate for the preschool level.	___	___	___	___	___
9. Organizes displays, learning centers, field trips, materials, and bulletin boards relevant to the teaching-learning situation.	___	___	___	___	___
10. Works effectively on a one-to-one basis with children.	___	___	___	___	___
11. Works effectively with small groups of children (fewer than 8).	___	___	___	___	___
12. Works effectively with large groups of children (more than 8).	___	___	___	___	___

(continued)

STAFF EVALUATIONS

NAME: ______________________________ DATE: ____________________

EVALUATOR: ____________________

SAFETY	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE
1. Reminds children of classroom rules, e.g. no running, no pushing, etc.	10 9 8	7 6 5	4 3 2 1
2. Reminds children of safety rules on walks, e.g. keep away from curb, red light means stop, no running, etc.	10 9 8	7 6 5	4 3 2 1
3. Checks that rules are in evidence on the playground.	10 9 8	7 6 5	4 3 2 1
4. Stations self so can see all areas of the classroom, playground, etc.	10 9 8	7 6 5	4 3 2 1
5. Notices potential dangers and advises children, e.g. watch the custodian's bucket, etc.	10 9 8	7 6 5	4 3 2 1
6. Ensures that equipment is sturdy and free from dangers, e.g. sharp edges, loose legs, other hazards.	10 9 8	7 6 5	4 3 2 1
7. Sees to it that light and ventilation are regulated.	10 9 8	7 6 5	4 3 2 1

COMMENTS:

HEALTH			
1. Reminds children to use tissues as needed.	10 9 8	7 6 5	4 3 2 1
2. Reminds children to wash and dry hands carefully; models as needed.	10 9 8	7 6 5	4 3 2 1
3. Assures that each child has a change of clothes, sheets, etc.	10 9 8	7 6 5	4 3 2 1
4. Makes sure children are dressed for weather, e.g. zipped up in cold weather; allowed to remove sweaters if too warm.	10 9 8	7 6 5	4 3 2 1
5. Teaches children proper toileting procedures.	10 9 8	7 6 5	4 3 2 1
6. Ascertains that bathrooms are clean and well supplied with soap, towels, tissues, etc.	10 9 8	7 6 5	4 3 2 1
7. Reminds children to cover mouths when coughing or sneezing and models as needed.	10 9 8	7 6 5	4 3 2 1
8. Checks that cots are individually labeled with children's names, bedding, etc.	10 9 8	7 6 5	4 3 2 1
9. Freely uses disinfectants to kill germs on equipment, toys, and surroundings when needed.	10 9 8	7 6 5	4 3 2 1

COMMENTS:

LEARNING ENVIRONMENT			
1. Encourages use of recognizable interest areas in room.	10 9 8	7 6 5	4 3 2 1
2. Makes sure that interest areas have variety of equipment, e.g. utensils, props, pots/pans, dramatic play items.	10 9 8	7 6 5	4 3 2 1
3. Sees that materials are kept in order on shelves, in baskets, etc.	10 9 8	7 6 5	4 3 2 1
4. Checks that materials are within the children's reach.	10 9 8	7 6 5	4 3 2 1
5. Sees to it that materials are in good condition and games complete; repairs in evidence are carefully done.	10 9 8	7 6 5	4 3 2 1
6. Assures that materials are sufficient to provide challenge and variety for the age and ability of the group.	10 9 8	7 6 5	4 3 2 1

STAFF EVALUATIONS (continued)

	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE
7. Sees to it that there is an overall sense of order in the environment; care is evidenced in arrangement of wall displays, furniture, and individual areas.	10 9 8	7 6 5	4 3 2 1
8. Sees to it that outdoor area is available for gross motor play.	10 9 8	7 6 5	4 3 2 1

COMMENTS:

PHYSICAL DEVELOPMENT

	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE
1. Provides specific fine motor skills, e. g. cutting, pasting.	10 9 8	7 6 5	4 3 2 1
2. Encourages children to use two or more of their senses informally or through planned lessons or activities.	10 9 8	7 6 5	4 3 2 1
3. Sees to it that children engage in at least two specific gross motor activities, e.g. circle, line exercises, use of playground climbing equipment.	10 9 8	7 6 5	4 3 2 1
4. Gives a specific lesson or demonstration on a fine motor skill.	10 9 8	7 6 5	4 3 2 1
5. Gives a specific lesson or demonstration on a gross motor skill.	10 9 8	7 6 5	4 3 2 1
6. Implements activities that demonstrate interrelationship of physical development with the disciplines, i.e. marching to music, food preparation, etc.	10 9 8	7 6 5	4 3 2 1
7. Provides indoor as well as outdoor opportunities and spaces for gross motor development.	10 9 8	7 6 5	4 3 2 1
8. Evidences planning for motor activities as opposed to allowing them to occur at random.	10 9 8	7 6 5	4 3 2 1

COMMENTS:

COGNITIVE DEVELOPMENT

	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE
1. Sees to it that pre-math materials are in evidence, e.g. peg board, geo board, counting sticks, etc.	10 9 8	7 6 5	4 3 2 1
2. Makes sure that science materials are explored or available, e.g. magnifying glass, plants, living animals, leaves, pinecones, etc.	10 9 8	7 6 5	4 3 2 1
3. Urges children to engage in cognitive activities, e.g. counting, sorting, matching.	10 9 8	7 6 5	4 3 2 1
4. Asks informal questions or makes observations frequently throughout the day that encourage cognitive development, e.g. "We have two kinds of vegetables today, broccoli and corn, "or "Can you think of how we could make pink paint?"	10 9 8	7 6 5	4 3 2 1
5. Refers to the time when mentioning upcoming activities "It's ten o'clock and time for circle time."	10 9 8	7 6 5	4 3 2 1
6. Creates problem-solving opportunities for children, i.e. "Why do you think this plant died and this one is so green?"	10 9 8	7 6 5	4 3 2 1
7. Helps children to develop senses, i.e. "How does this feel?"	10 9 8	7 6 5	4 3 2 1

STAFF EVALUATIONS (continued)

	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE
8. Creates opportunities for children to develop observation skills, i.e. "Let's watch to see how much our plants grow. We can measure them and write down how tall they are."	10 9 8	7 6 5	4 3 2 1

COMMENTS:

COMMUNICATION

1. Encourages verbal expressions at snack, lunch, and circle time, e.g. "Tell me what you did this morning."	10 9 8	7 6 5	4 3 2 1
2. Listens attentively.	10 9 8	7 6 5	4 3 2 1
3. Provides books of various kinds.	10 9 8	7 6 5	4 3 2 1
4. Reads books to the group.	10 9 8	7 6 5	4 3 2 1
5. Speaks clearly and distinctively, modeling appropriate language.	10 9 8	7 6 5	4 3 2 1
6. Encourages vocabulary development by expressing complete thoughts.	10 9 8	7 6 5	4 3 2 1
7. Mirrors the child's speech in grammatically correct form; e.g. if the child says during the child's lotto game "Who got the bakery?" teacher responds, "Who has the bakery? I have the bakery."	10 9 8	7 6 5	4 3 2 1
8. Helps the child make the connection between the spoken and written word through display or printed sign labels.	10 9 8	7 6 5	4 3 2 1
9. Models good manners and respect for individual children through speech and role modeling.	10 9 8	7 6 5	4 3 2 1

COMMENTS:

CREATIVE DEVELOPMENT

1. Assures that materials are in evidence for use in creative expression, e.g. housekeeping area with related equipment, utensils, props, etc.	10 9 8	7 6 5	4 3 2 1
2. Displays creative work of children.	10 9 8	7 6 5	4 3 2 1
3. Makes comments which extend the creative experience, e.g. "You've made a bridge. Do I need to pay a toll to cross over?"	10 9 8	7 6 5	4 3 2 1
4. Praises creative work.	10 9 8	7 6 5	4 3 2 1
5. Helps children to use music as a tool for self expression.	10 9 8	7 6 5	4 3 2 1
6. Creates opportunities for dramatic outlets for children.	10 9 8	7 6 5	4 3 2 1

COMMENTS:

DEVELOPMENT OF SELF ESTEEM

1. Greets each child by name on arrival.	10 9 8	7 6 5	4 3 2 1
2. Acknowledges children in positive ways.	10 9 8	7 6 5	4 3 2 1
3. Interacts with the children involved as individuals when a behavior problem arises.	10 9 8	7 6 5	4 3 2 1

STAFF EVALUATIONS (continued)

		ABOVE AVERAGE	AVERAGE	BELOW AVERAGE
4.	Attempts to sit, bend, or kneel so as to be on the level with children.	10 9 8	7 6 5	4 3 2 1
5.	Displays respectful behavior towards children.	10 9 8	7 6 5	4 3 2 1
6.	Encourages the child when helping him or her to practice so that the child will learn the task alone.	10 9 8	7 6 5	4 3 2 1
7.	Provides ways to enable children to do as much as possible on their own.	10 9 8	7 6 5	4 3 2 1
8.	Looks for as many ways as possible for children to exercise responsibility.	10 9 8	7 6 5	4 3 2 1
9.	Verbally conveys to the child that his/her job is important.	10 9 8	7 6 5	4 3 2 1
10.	Helps the child handle negative emotions in an appropriate way. "I know you're angry, but I can't let you hit Johnny."	10 9 8	7 6 5	4 3 2 1

COMMENTS:

SOCIAL DEVELOPMENT

1.	Greets each child upon arrival.	10 9 8	7 6 5	4 3 2 1
2.	Helps the withdrawn newcomer by inviting him or her to join the group.	10 9 8	7 6 5	4 3 2 1
3.	Sets an example for children to model.	10 9 8	7 6 5	4 3 2 1
4.	Teaches and reinforces socially acceptable behavior.	10 9 8	7 6 5	4 3 2 1
5.	Helps children learn to share by providing activities that encourage sharing.	10 9 8	7 6 5	4 3 2 1
6.	Maintains a sense of togetherness and order in children's interactions within the classroom, inside the center, outside, etc.	10 9 8	7 6 5	4 3 2 1

COMMENTS:

GUIDANCE AND DISCIPLINE

1.	Alternates quiet and active routines.	10 9 8	7 6 5	4 3 2 1
2.	Provides quiet period.	10 9 8	7 6 5	4 3 2 1
3.	Provides complete coverage of the children by stationing co-workers in separate areas of the room.	10 9 8	7 6 5	4 3 2 1
4.	Shares advice and consults with co-workers.	10 9 8	7 6 5	4 3 2 1
5.	Makes sure reminders of rules are in evidence to guide children's behavior.	10 9 8	7 6 5	4 3 2 1
6.	Gives clear, consistent, and complete directions during transition periods.	10 9 8	7 6 5	4 3 2 1
7.	Effectively sets limits and advises children of the consequences: "You may not hit anyone. If you hit David again you will have to leave circle time."	10 9 8	7 6 5	4 3 2 1
8.	Uses established areas for circle time; uses tape, mats, or rules for how to gather in the group.	10 9 8	7 6 5	4 3 2 1
9.	Ignores minor attention-getting disruptions.	10 9 8	7 6 5	4 3 2 1
10.	Notices and commends positive behaviors.	10 9 8	7 6 5	4 3 2 1

COMMENTS:

STAFF EVALUATIONS (continued)

FAMILIES

	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE
1. Greets parents by name as they drop off and pick up children.	10 9 8	7 6 5	4 3 2 1
2. Has a set of clean clothes for each child and reminds parents to replenish these as necessary.	10 9 8	7 6 5	4 3 2 1
3. Has phone numbers and emergency contacts available for each child.	10 9 8	7 6 5	4 3 2 1
4. Observes the child for changes in behavior and discusses these with parents.	10 9 8	7 6 5	4 3 2 1
5. Schedules parent conferences to formally discuss child's progress with parents.	10 9 8	7 6 5	4 3 2 1
6. Encourages observation by parents and their participation on class trips, visitation to share meals, or assistance with teaching a lesson or helping in the class.	10 9 8	7 6 5	4 3 2 1
7. Helps parents and child separately upon arrival at school by greeting the child and helping him or her become involved in a class activity.	10 9 8	7 6 5	4 3 2 1
8. Utilizes parent bulletin board for information, notes, special requests, etc.	10 9 8	7 6 5	4 3 2 1

COMMENTS:

ROGRAM MANAGEMENT

	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE
1. Plans with co-workers for trips, celebrations, center procedures.	10 9 8	7 6 5	4 3 2 1
2. Attends workshops to learn new information, techniques.	10 9 8	7 6 5	4 3 2 1
3. Brings new ideas to the center on activities, techniques.	10 9 8	7 6 5	4 3 2 1
4. Utilizes a structured or unstructured format for recording observations of children's behaviors.	10 9 8	7 6 5	4 3 2 1
5. Develops and utilizes a plan for daily classroom activities.	10 9 8	7 6 5	4 3 2 1
6. Utilizes the skills and expertise of other co-workers to plan program activities.	10 9 8	7 6 5	4 3 2 1
7. Conducts regular evaluations of classroom activities and uses outcomes for program modification.	10 9 8	7 6 5	4 3 2 1
8. Uses community resources for program planning and implementation of children's program.	10 9 8	7 6 5	4 3 2 1
9. Discusses children's unusual behaviors or problems with co-workers and appropriate resource staff.	10 9 8	7 6 5	4 3 2 1
10. Accepts suggestions of co-workers, parents, staff regarding children's programs.	10 9 8	7 6 5	4 3 2 1
11. Demonstrates flexibility rather than rigidity with regard to the daily schedule change when weather indicates that schedule work is impossible.	10 9 8	7 6 5	4 3 2 1

COMMENTS:

STAFF EVALUATIONS (continued)

PROFESSIONALISM

		ABOVE AVERAGE	AVERAGE	BELOW AVERAGE
1.	Is generally on time for work.	10 9 8	7 6 5	4 3 2 1
2.	Is generally present; avoids unnecessary absences.	10 9 8	7 6 5	4 3 2 1
3.	Assumes responsibility for all the children when several classes are at the playground, on trips, etc.	10 9 8	7 6 5	4 3 2 1
4.	Assists other classes when there is a staff shortage.	10 9 8	7 6 5	4 3 2 1
5.	Is courteous to other adults, especially in the presence of other children.	10 9 8	7 6 5	4 3 2 1
6.	Avoids discussion of in-house matters in front of children and parents.	10 9 8	7 6 5	4 3 2 1
7.	Uses appropriate channels to settle disputes and avoids unnecessary discussion of these outside channels.	10 9 8	7 6 5	4 3 2 1
8.	Volunteers to assist with special center projects.	10 9 8	7 6 5	4 3 2 1
9.	Avoids open criticism of co-workers or director; demonstrates loyalty.	10 9 8	7 6 5	4 3 2 1
10.	Attends professional conferences of training when possible.	10 9 8	7 6 5	4 3 2 1
11.	Indicates ability to self-evaluate. Shows understanding of own strengths and weaknesses.	10 9 8	7 6 5	4 3 2 1

COMMENTS:

SCORE:

OVERALL EVALUATION COMMENTS:

SECTION

VII

Committees

A JOINT EFFORT

The following committees aided in the implementation of the Child Care Services project grant. The Steering Committee met at the onset of the grant to offer guidance and support to begin implementation of the grant guidelines. The Public Relations Committee offered suggestions for marketing the development of the Child Care Services project. Ideas were presented at several meetings to help increase the community's awareness of the programs in the secondary and postsecondary schools. Closer to the completion of the project, an Advisory Committee was established to oversee the continuous successful implementation of the Child Care Services Task Analyses. These persons represent areas of the community that would be positively affected by the program's successful operation in the schools in order to provide better skilled child day care workers in the community.

STEERING COMMITTEE

Beverly Abrams, Child Care Liaison and Adjunct Child Care Instructor
J. Sargeant Reynolds Community College

Barbara Glenn, Assistant Professor, Reading
J. Sargeant Reynolds Community College

Lolita Hall, Associate, Work and Family Studies
State Department of Education

Linda Motley, Occupational Child Care
Lee Davis High School

Anne G. Mustian, Project Coordinator
Henrico County Public Schools

Larkin Phillips, Associate Director of Vocational Education
Hanover County Public Schools

Suzanne M. Ridgway, Project Consultant
Henrico County Public Schools

Edna C. Thompson, Instructional Specialist, Work and Family Studies
Richmond City Public Schools

PUBLIC RELATIONS COMMITTEE

Serena Barry, Public Relations Manager
Paramount's Kings Dominion

Norma Blalock, Coordinator, For Kid's Sake
Channel 6

Thomasina Binga, Community Affairs Specialist
Richmond City Public Schools

Anne Freeman, Director of Public Information
Henrico County Public Schools

Peter Habernicht, Community Affairs Manager
Richmond City Public Schools

Sandra Fowler-Jones, Community Relations Director
Channel 6

Glynn Moreland, Vice-President of Metro Affairs
Chamber of Commerce

Diana Rollins, Parent

David L. Slonaker, Executive Assistant to Superintendent
Hanover County Public Schools

ADVISORY COMMITTEE

Beverly Abrams, Child Care Liaison and Adjunct Child Care Instructor
J. Sargeant Reynolds Community College

Beverly Evert, Director
New World Nannies

Linda Fletcher, Guidance Counselor
Hanover County Public Schools

Sharron Glasscock, Associate, Work and Family Studies
State Department of Education

Gloria Johnson, Child Care Instructor
Richmond City Public Schools

Anne G. Mustian, Project Coordinator
Henrico County Public Schools

Larkin Phillips, Associate Director of Vocational Education
Hanover County Public Schools

Suzanne M. Ridgway, Project Consultant
Henrico County Public Schools

Pam Sherman, Director
New Bridge Wee Center

Audrey Tindall, Director
Bright Horizons Child Care Center

Edna Thompson, Instructional Specialist, Work and Family Studies
Richmond City Public Schools

Dee Yancy, Director
Tuckaway Day Care

SECTION VIII

Resources

TEACHING AIDS

The resources listed throughout the task analyses are gathered in this section, along with other selected materials relevant to lesson planning for the Child Care Services program. The resources are divided into two groups: *Audiovisuals* and *References*. *Audiovisuals* includes materials such as videotapes, films, filmstrips, slide presentations, cassettes, or records. *References* includes textbooks, activity guides, state standards and handbooks, and other printed matter useful in teaching the various tasks analyzed in this guide.

AUDIOVISUALS

Action Films and Video, Ltd.
Baby Alive (video), 1988. American Academy of Pediatrics.

Distributed by: Cambridge Parenting
P. O. Box 22153, Department PA5
Charleston, WV 25328-2153
800-468-4227

Eagle/Horowitz Productions, Ltd.
Baby Safe Home (video), 1985. David Horowitz.

Distributed by: Embassy Home Entertainment
1901 Avenue of the Stars
Los Angeles, CA 90067

The Child Care Worker's Video Series.
The Child Care Worker: A Recipe for Success, 1990.
Watch Me Grow, 1992.
Goal-Setting for Early Childhood: A Partnership in Action, 1992.
Let's Talk: A Caregiver's Guide to Communication, 1992.

Produced by: Self-Dimensions, Inc.
P. O. Box 6130
Lubbock, TX 79493-6130
800-762-0189

U. S. Department of Agriculture. Food Safety and Inspection Service.
Food Safety Is No Mystery (film), 1987.

Distributed by: Modern Talking Pictures
5000 Park Street North
St. Petersburg, FL 33709

Incentive Publications, Inc.
Power Pak for Preschool Programs (video), 1984. Claudette Gronski and Judith Meeker.

Produced by: Incentive Publications, Inc.
3835 Cleghorn Avenue
Nashville, TN 37215

T. S. Butterick Series.
Caring for Toddlers (media kit), 1977.
Caring for Preschoolers (media kit), 1977.
Child Development: The Preschooler (media kit), 1976.
The School-Age Child (media kit), 1976.

Produced by: Butterick Publishing
161 Sixth Avenue
New York, NY 10013

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Bentzen, Warren R. *Seeing Young Children: A Guide to Observing and Recording Behavior.* 2nd ed. Albany: Delmar, 1993.

Better Homes and Gardens. *Crazy Creatures.* Des Moines: Meredith, 1988.

Bredekart, Sue, ed. *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8.* Washington, DC: NAEYC, 1991.

Brisbane, Holly E. *The Developing Child.* New York: Bennett, 1971.

Brown, Sam. *Bubbles, Rainbows, and Worms.* Mount Ranier: Gryphon House, 1981.

Carroll, Jeri. *Let's Learn about Magnificent Me.* Carthage: Good Apple, 1987.

A Catalog of Performance Objectives and Performance Guides for Child Care and Guidance (Management and Services). Associated Educational Consultants, Inc. and Pennsylvania Department of Education, 1988. (Available from V-TECS.)

Charlesworth, Rosalind. *Understanding Child Development.* 3rd ed. Albany: Delmar, 1987.

Charlesworth, Rosalind, and Karen K. Lind. *Math and Science for Young Children.* Albany: Delmar, 1990.

Charlesworth, Rosalind, and Deanna J. Radeloff. *Experiences in Math for Young Children.* Albany: Delmar, 1991.

Click, Phyllis M., and Donald W. Click. *Administration of Schools for Young Children.* 3rd ed. Albany: Delmar, 1990.

Comer, Diana E. *Developing Safety Skills with the Young Child.* Albany: Delmar, 1987.

Davidson, Jane I. *Children and Computers, Together in the Early Childhood Classroom.* Albany: Delmar, 1989.

Decker, Celia Anita. *Children: The Early Years.* South Holland: Goodheart-Willcox, 1990. (See also, *Answer Key, Student Activity Guide,* and *Teacher's Resource Guide.*)

Draper, Henry E., and Mary Wanda Draper. *Caring for Children.* New York: Bennett, 1979.

Draper, Henry E., and Mary Wanda Draper. *The Caring Parent.* Mission Hills: Glencoe, 1983.

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